

# Elementary English

Philosophy  
Religion and  
Education

FEBRUARY, 1951

EXPERIENCES IN THIRD  
GRADE



BOOKS FOR YOUNG PEOPLE



READING ALOUD



SIXTH GRADE  
READING PROBLEMS



AVOIDING VERBALISM



THE COUNCIL MEETING

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

# Elementary ENGLISH

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# ELEMENTARY ENGLISH

XXVIII

FEBRUARY, 1951

No. 2

## Further Experiences In The Third Grade

ELSIE BUTLER<sup>1</sup>

### *Our Trip to the Greenhouse*

Our interest and study of plants developed so naturally and gradually one could hardly realize we were studying plants. You can't be in a study of animals and what makes them grow without studying plants and what makes them grow.

In the planning how to make our room attractive one child had brought a big sweet potato vine. We wanted to keep it pretty. From group discussion developed this sign:

#### PLANTS

1. What makes the sweet potato plant grow big and stay pretty?
2. How do plants drink water?
3. How do plants eat food?

By this time reports from reading groups were quite full of the topic of plants and seeds. "Let's go to the greenhouse and find out how new plants get started," was suggested.

The teacher called the greenhouse and told them the third grade would like to find out how new plants get started and asked if it would be convenient for us to visit the greenhouse. The people at the

greenhouse were especially gracious. The day we went, there were chairs and a table for us to sit around. On the table were plants of many kinds with dirt and sand and other materials. Mr. Foster was talented in talking to children. As he showed the group how to start new plants from seeds, cuttings, bulbs, and leaves questions popped up spontaneously from the children. The information the children got from this trip stayed with them. Mr. Foster gave us seeds, bulbs, cuttings, and leaves of pretty flowers to bring back to school. These were planted immediately as we arrived so directions could be followed carefully.

Three of the plants died. The difference between watering the plants and drowning the plants was learned.

Much information and many experiments were found in our books about plants and seeds. Experiments proving that plants need water, air soil, sun, and light were performed. As the children did their experiments with pie tins and fruit

<sup>1</sup>A teacher in the Phelps School, Springfield, Mo. This is the fourth in a series of articles by Miss Butler, and the third dealing with experiences in the third grade.

jars, during activity period, in groups of two or three they labeled their work. Here are some of the labels:

Grass seeds on a flower pot in water.

(Flower pot upside down)

Grass seeds on a dry flower pot.

Grass seeds in wet sand. —Nancy

Grass seeds in dry sand. —Nancy

Grass seeds in wet towel. —Cleo

Grass seeds in dry towel. —Cleo

Grass seeds under water. —John

Grass seeds on a wet blotter. —Helen

Plants come out of leaves. —Cleo

New plants come from cuttings.

New plants come from seeds.

New plants come from bulbs.

Plants need food.

Plants need light.

Grass seeds were put on a glazed clay dog to see what would happen. A little grass did grow on it. Of course, when seeds did not germinate on dry materials the experiments were laughed about, but you may be sure the generalization will long be remembered.

We planted three bean seeds; one in sand, one in dirt, and one in water, to see which plant grew fastest, grew strongest, and lived longest.

At planning period it was taken for granted we would write short thank you notes to Mr. Foster. Each child wrote his own note now. He asked how to spell words he didn't know. The notes varied widely:

From

Dear Mr. Foster,

Thank you for the cuttings.

I love,

Ann

To

Dear Mr. Foster,

Thank you for telling us about how to get new plants. We had a nice time. Thank you for all the nice plants. We like them very much.

Yours truly,  
Betty

### *When We Made Cookies*

Some time back this teacher made a point to stop worrying about what passerbys thought when they saw what children brought to school. The day we made cookies, up the steps with the children came a rolling pin, a bread board, bowls of various sizes, measuring cups, cooky sheets, cooky cutters, big spoons and little spoons. There were big sacks and little sacks with eggs, flour, sugar, and containers of milk and other ingredients for making cookies. All these we could have borrowed from the school kitchen. Bringing supplies from home developed interest and "belonginness." Early in the morning a small committee checked to see if we had everything we needed. Everyone washed his hands and arms twice with soap to be sure all dirt was gone. All materials and equipment were put on the long table after they had been washed in hot water. Everyone pulled his chair around the table. The cooking began! The chairman reminded the boys and girls several times to sit down until it was time for them to do their part. The cookies were a big success. Any child who had not already taken the recipe home copied it after he ate the cookies.

It is sometimes difficult to explain what you did today without telling what



went on three days ago. In this case two little girls had been reading *Children's Picture Cook Book*, by Margaret Gossett, during the daily reading time. In the class meeting following the reading period these girls showed the pictures to the children and read a recipe for making cookies. "I wish we could make some cookies," came the cry from all over the group.

Why couldn't we make cookies, the teacher wondered. Did you always have to have a party or a reason for making cookies? In reasoning this out the teacher decided that cooking is a persistent life problem in the home. There would be a chance to do some good planning. There would be a chance to share materials from home. There would be an opportunity to cooperate with other school helpers. There were many opportunities for functional reading and functional arithmetic. The meaning of new words could be learned "by doing." There would be many places for individuals to accept group responsibility and carry out an accepted obligation for the group's happiness. Above all, this class needed to have a common interest and many opportunities to work together in order to develop a group feeling of "oneness." So we made cookies!

In the planning period it was necessary to read the cooky recipe several times. One child read it to the group to be sure the recipe really made enough for eight people, as Sue said. It did, so we counted the children off in groups of eight. From this we found we need to make the recipe four times as big as it was. (Had the teacher realized how lavishly children measure everything but eggs this wouldn't have been necessary). Since most of the chil-

dren knew how to multiply by two but did not know how to multiply by four, the teacher put the four's on the board. Sharron copied the measurements on the board. As one child multiplied each amount by four, with the group's help, another child put down the larger amount in front of the original measurement..

Next, Sharron listed other jobs that needed to be done on the board as the children mentioned them. Later volunteers wrote their names under each job. Here are some of the jobs:

1. Write a note to the cook to ask to use the kitchen. —Jane
2. Make a list on the board of the ingredients needed. —Sue
3. Make a list of the equipment needed on the board. —Helen with Paula's help
4. Copy the directions on the board step by step. —Miss B. with Nancy reading directions
5. Find out more about how to keep hands and food clean.
6. Ask mother what a "medium oven" means.

A list of ingredients and equipment were taken home in order to consult with their mothers about what would be best for each child to bring.

The next day at activity period, among other jobs, each child was responsible for reading the twelve steps in the directions. We had added three more steps than the book suggested. Each child was then supposed to write his name under one of the steps. Not more than three names were to be under any one step. Each child was to write his name and the material for which he wanted to be responsible on a piece of

paper. With these papers in the teacher's hand the group, with the teacher, chose definite materials for each child to bring.

Jane wrote a brief note to the cook:

"Dear Mrs. Webb,

We want to make cookies Thursday. What time of day would be best to use the kitchen?

Love,

Jane,

The third grade."

Suggestions for improving this letter were made by three children. Jane thought that it looked nice and that she would ruin it if she tried to do it over. The cook left a note in answer to Jane's letter the next morning. Jane read the answer to the class. Another group was using the kitchen Thursday, it seemed. We made cookies Friday. Adjusting to disappointments is another of life's persistent problems which children need to learn to face adequately.

#### *Trip to the Fire Station*

While these interests of long duration were being followed there were other activities to which we gave less time but which seemed important.

There was our trip to the fire station. This study on fire developed from a painting one little boy had made of a fire engine which often went past his house. "That's the reason you have to stay on the walk where I live," had been his only comment when he finished the picture. Soon after that we visited the fire department. This timid child who had made the painting was very attentive. He made more contributions than he had ever made before. The fire chief took us all over the station and illustrated or explained clearly many

details of the operation of the station. He explained the use of chemicals and fire extinguishers. This was a lasting interest. We made a short study of fire. We went on trips to locate fire extinguishers. We went to watch the firemen practice at their field. We made a home-made fire extinguisher rigged up out of a big bottle, a little bottle, soda and vinegar. We made a very small fire in a big metal pan and put out the fire with our fire extinguisher. One child attempted to time the operation. "One minute," he said. We had stories on the bulletin board which developed from our study.

1. How Fire Helps Us.
2. What Causes Fire.
3. How Do Firemen Put Out Fire?
4. How Do Chemicals Put Out Fire?

#### *A Walk in the Rain*

There was our walk in the rain which we planned for several days before it rained. The movie on "What Makes Rain" and "Water Works For Us" had stimulated much thinking on weather and the usefulness of water. There were several stories in the science books that individual children read about the rain. After a very hard down-pour one day we all went for a walk around the school yard to see what had happened. Good examples of many of the incidents pictured in the movie could be seen in our school yard. We saw where the dirt was washed away. A child said we should have something planted there to keep the dirt from washing out in the street. Two days later Phillis's father sent some grass seed. After the next rain we all went out and every child helped sow the grass seed. You may be sure this spot was carefully watched by the children.

### *The Clay Table*

The clay table was always a fascinating place for the children. Now the little hands that were busy with clay did not always turn out lovely pieces of art. That is why we had one movie on "How to Make Bowls of Clay" and another movie on "How to Make Animals of Clay." That is why we had a group discussion on "What Do You Think Helps You Make a Nice Piece of Ceramics?" The teacher didn't have to tell the children; they were able to tell each other such things as:

1. You have to think about what you want to make all the time. If other kids talk to you too much you forget.
2. The clay must be kept wet enough.
3. Sometimes you get too much water on the clay.
4. Sometimes you try to hold too much clay and it gets too heavy and breaks. If you make a handle or an ear so thin it falls off before it is dry.
5. You should make something easy at first.

### *Pick-Up-Learning Opportunities*

Throughout the day there arise many opportunities for learnings which could be developed into deeper meanings. Many of these have to be ignored for various reasons. Developing a consciousness for this "pick-up-opportunities" for learning is a skill that can never be perfected. Here is one example of an opportunity that came up:

Cecil came in just before mid-morning lunch.

"Here is the crackers and here is the change," he said.

"Did the crackers cost sixteen cents?" asked one child.

"Yeah," he replied.

"How much you bring back?" asked Cleo.

"I don't know. I brought all the change he gave me," Cecil replied. By this time a number of children had gathered around.

"Who wants to count the change?" asked the teacher.

Cecil put the figures on the board. "Fifty cents and a quarter is seventy-five cents. A nickel more is eighty cents and three pennies is eighty-three cents," he called. "Is that right?" he wanted to know.

After figuring on the board Cecil said, "I know I didn't drop any of it. You kids can't add right!" The children counted again. Finally Willie, who seemed busy with a book in the far corner, raised his voice, "Tax," he said.

"That's it, tax. I forgot about that tax," smiled Cecil. The teacher asked the children to find out what the tax was used for in their state. They had some vague notions. They agreed to find out by the next day. The information six children had obtained was clear enough to them so that they put the idea across to the others who had forgotten to find out. Most of the group had a clear enough idea so they could tell personal stories about what happens to tax money.

### SCHEDULED PERIODS

#### *Reading Time*

The first few days of school the children were reading, any book that they chose to read, individually. In a few cases two children were reading together. Some

were just looking at pictures. The term "Let's look at books" was being used instead of the term "Let's read." This was not done purposely, it just happened. Later the teacher was telling a little boy it was Reading Time and it was not time for his "noisy" game in the room. At the mention of Reading Time there were some groans and some books going shut. The few children who did this evidently had not been conscious that they had been reading until they were told. They had been enjoying books. The teacher endeavored to change the attitude of these few folk. Reading was not mentioned for several days. After school the teacher went through the files and picked out that old story that every child likes: "Why the Elephant Has a Long Trunk." She went over this story several times in order to have it well in mind. In her very best story-telling manner she told this to the children at Reading Time. There was a suggestion that we make a puppet show of it. "Books have lots of good stories in them" was brought out several times by the teacher.

The next day the teacher brought in twenty-five story books. They were new, attractive, big story books with pictures that most of the group could read. She read short sections of each book and then asked, "What two people want to finish this story?" The teacher chose two children. Pictures in the next book were shown to the group with "Who wants to read this book?" Two more little folk were selected and went off to read quietly.

Looking through books to find out something and not having to read the whole book seemed to meet with the ap-

proval of these few. The term "browsing through" books was a term they liked.

One hour was set aside each day for reading. Sometimes we spent as much as twenty minutes planning our reading period. Again we may need to spend only ten minutes. In the planning period the child would select the book he wanted to read and the persons with whom he wanted to read. This was done with the help of the teacher. Of course this did not need to be done every day. Each little group needed to know where to sit in order to disturb others least. Sometimes the children needed to decide on what would be a good activity after they finished reading.

Sometimes the whole group was reading to find answers to group questions on a certain problem. In this case the teacher acted as chairman at discussion time. Often it was necessary for a child to re-read a section to the class because he had misunderstood what was read during group reading.

If the group was reading for fun the children might limit each of the reading groups to telling the one best part of their reading material. Each group would elect a chairman and decide on the way they wanted to report their material: by illustrating, by dramatizing, or by telling. Usually a class chairman was selected and he went around to each group to see what they wanted to report and how they would report. This he did before the class meeting in order to know what to expect and how to preside in a better way.

There was a chart on the book shelves which the teacher had made saying:



Select a book you like.  
 Select a book you can read easily.  
 Sit comfortably.  
 Let the light shine on the book.  
 Keep your eyes from the light.

Much attention was given to selecting a book. The following conversation went on one day:

Teacher:—Is your book a good book for answering our questions?

Child: —No.

Teacher:—Did you need to spend all your time on it?

Child: —I guess not. I had selected it and I thought I had to finish it. It isn't a good book.

Teacher:—There is a value in finishing what you start. In this case you had started to answer some questions. If you are not getting from a book what you want to get from it, then don't stay with it. If you don't like a book and don't have to read it for some reason, then don't read it. Always get a "good book" first!

Another child:—If there is any time left you can read the "bad books."

The reading planning period went like this one day:

Teacher:—What do you think we had better do at reading time today?

Child: —I think we had all better read to find out what makes plants grow.

Another child:—There is not enough books on that.

Another child:—No, there isn't. We've gone through them.

Fourth child:—Then we had better take that next problem.

First child:—Why don't we just try to find answers to any of those questions on plants? There are plenty of books that way.

Betty: —Karen and Judy want to read this book with me.

Jerry: —Jim wants me to read this book to him. It is too hard for him to read by himself. He says it is good. It looks good.

Some of the children stood at the book shelves going through the table of contents trying to find material that might give answers. Some were sitting at their seats reading alone silently. Some were reading softly to another child. There were two groups of three reading together. In one case there were four children reading together. At present this teacher is of the opinion that every child reading alone every day is as bad as all children reading the same book every day. There are times when either method serves a desirable group purpose. But by and large two, three, or four children reading together is a large enough grouping so that every child can swap an opinion within his own small group and get a chance to read to someone else with understanding; since he can choose a book suited to him. Each child gets a chance to talk and think about what he is reading. This thinking about what you are reading is the one thing the teacher tried to encourage as she went from group to group. If there are three or more in the group some child must act as chairman or

"teacher," and this is a desirable situation.

One morning Willie brought in a beetle. Willie stood by the book shelves pulling out books on insects with one hand while at the same time he watched the beetle crawl around on the forefinger of the other hand. He was saying:

"What to feed him?

How his home is?

Where to keep him 'til I find out what he is good for?

Beetle. Beetle."

This the teacher wrote down to keep with Willie's record.

#### *Discussion Period*

As each child finished his job in the activity period he brought his chair to the front of the room for the discussion lesson. Group discussions were going better now. At first it was hard for the children to sit still and listen to other people. It was hard for them as a group to stick to the problem the class was trying to settle. From time to time, therefore, it had been necessary to have group talks to consider such problems as:

How can we make our discussion period better?

What do you like about our discussion period and what don't you like?

For discussion periods each day two children were selected from volunteers to sit at a desk with pencil and paper to write down information or questions the group might want to keep for future reference. These notes were kept in a class book that remained on the table with the dictionaries. Why two children? Because two can remember ideas and can spell better than one. It is easy to get two volunteers early

in the year. It is difficult to get one volunteer. Later in the year when the group is acquainted one third grader can take class notes easily.

Today the cages were cleaned, the animals were fed, the plants were watered, and the charts and records were finished. We went over the questions of a few previous days to see if we had found out answers or more information on any old questions. It was then very tempting on the teacher's part to bring up the matter of how might we improve our way of cleaning the cages. The teacher, however, was very anxious for this room problem to be a suggestion from one of the children. It was several days later by the time the majority of the group had had a chance to clean the cages and could answer this problem intelligently. Finally it was Cecil who said, "I don't think there is any reason to take so long to clean those cages. The kids fool around and play. I can clean those cages quick."

"Let him do it," they said.

He agreed it wasn't as easy as he thought it was. One little girl said, "Cecil got the paper and everything ready first. He did save time. He didn't play."

Most of the group agreed with her. There developed a consciousness for saving time in cleaning the cages for most of the group.

For several days the children had spent their reading period trying to find out how animals help people. They had read through new books which the teacher had brought from the library. There were about sixty books containing some bits of information on animals. These books

varied in difficulty. There were two and three and never more than four books alike.

During this time the children were also watching at home and at school to see if they could find ways that people use animals. At discussion period these were listed on the board. This chart was then copied for the class record at the activity period. Shoes, belts, brushes, glue, milk boxes, lard boxes, canned meat, etc. were put on the exhibit table.

The children from previous experience with pets were using the term "one animal is the natural food of another animal." They were now beginning to get a slight notion of how a "balance of nature" was kept. What is the natural home of this animal? Why? What does he eat? How does he get his food? How is each insect useful, or what is each insect's job in the world, were the two main concerns.

The comments that led to "What happens when man interferes and controls the growth of some animals" was not pushed because it was too difficult for the children to understand.

### *Playtime*

No eight-year-old's day is complete without his play time and his lunch time. This is the best time in all the day to study children. Every day possible we plan our play for out of doors. There is a wonderful elm tree just right for a rope swing. The strong lower branches are just right for climbing. Beneath the lower branches is the sand box on the ground. Then there is the big roller you can crawl through. There are teeters and best of all three big strong boxes to use for a house, a store, or

a bridge. There are balls and bats and sand toys.

Usually there is a circle or group game planned first. No child need stay in the circle game unless he wants to. Most of those who don't plan to play in the circle game join in the group shortly after it starts. The teacher tried to introduce a new game often. It is her notion that every child should be free and relaxed and on his own as much as possible at play time. One is inclined to step up and plan for children far too quickly. This group was small enough to keep an eye on easily, which allowed plenty of freedom for children to settle their problems in their own way until after the play time when the problem could be talked over. The teacher tried hard to be a playmate or an on-looker, not a supervisor.

One day Cleo grabbed at John's rope a number of times, interfering with John's play. It was not surprising when John doubled up his fist and swatted Cleo. This was good material for group discussion.

1. Was John justified?
2. Do we tease people we like or don't like?
3. How much teasing should you be able to take?
4. When do we laugh and when do we get mad?
5. When is it good to tease?
6. When is it bad to tease?

### *Mid-Morning Lunch*

At the very beginning of school much attention was given to selecting a committee and deciding just what each person was to do at mid-morning lunch. Perfection comes with experience. A first trial is

usually rough. This should not worry us. Very detailed plans, which assure success the first time, too often add monotony to a classroom. Once a group gets its hands into a job they can plan intelligently about it a short pace ahead. Too much help from adults hinders independence. The teacher's name was listed in the plans too. It is important to keep the jobs simple, but be sure they continue to grow in difficulty.

Our first three "mid-mornings," as the children termed them, were not exactly examples of high social standards. One committee member hesitated about going ahead. Another capable "social" member was impulsive and tried to do the whole

job, which kept her tense and "bossy." Pouring the tomato juice into glasses was the one successful spot for the lunch committee. "What shall we try next time to help improve the mid-morning lunch?" was talked over every day for a short time. Later once a week was sufficient to serve as a reminder and to add any new suggestions for improvement.

#### *Schedule Planning*

The plans for the day were usually on the blackboard or on the bulletin board. Any child who had not heard the plans or who needed to recall them could check the schedule to see what he was to do.

Along with the daily schedule was a

COMMITTEES						
Cages	Plants	Paint	Supplies	Mid. M.	Crackers	Flowers
Bulletin Board	Notes	Class Record	Animals' Food	Weight Chart	Book Shelves	Exhibit Table

chart of the committees which were selected the day before at planning period when the teacher had asked what committees will be needed tomorrow. One child listed the committees as they were named. Another child was responsible for

copying this list neatly for the bulletin board.

The note writer said, "I'll add more committees if you think of any we need." The children were given time to write their names under the committee they



wanted. "Try to choose a committee you haven't worked on before and try to do a job you haven't done before," was heard often. The eight-year-old strives to do his best the first time. He does hate to do the same job over.

### *Developing Better Ways of Working Together*

Since the chief purpose of every American teacher is to help children live and work together in a better way the teacher tried to develop a feeling of consciousness for developing growth in this ability. Every time she could spot a situation that seemed to offer possibilities for helping children work out for themselves better ways of getting along together or for improving group and individual standards she made the most of it.

Improvement in living and working together has a different meaning for different groups of children. Many of these children were mature in their reading. In considering how we could make our room a better place to work and live together they brought out what might seem to be unrelated factors. If you could have watched the work in the room from day to day you would have been able to see why these were significant goals for these children.

1. Be a good helper to everyone in the room.
2. Have a room full of good teachers, not just one teacher.
3. Use soft voices.
4. Be a good listener.
5. Find out new information.
6. Learn to do new things.

7. Take good care of materials, room, and building.
8. Think about other children and like them.

The group considered which of these qualities they wanted to work on first. The teacher often started a group conversation with questions dealing with the improvement that we were making. When the conversation warmed up we listed these ways of improvement on the board. After much debating the children decided the ways. The teacher proposed the first question: How do you think we have improved this week in working together? They agreed on these:

1. We don't tattle so much.
2. We don't care if people sit in our chairs or use our desk if we are not using it.
3. We do not sit at someone's desk if we think they will need it.
4. We wait until people finish a letter before we ask to use their typewriter. When you push someone away it spoils their paper and they have to do it over.
5. We wait until someone gets off the teeter board. We don't push them off.
6. If someone reads all the time and does not let you read just tell him to stop; don't yell at him. That bothers the room.

Another day as they checked the chart to see How We Can Make Our Room A Better Place To Work And Live Together a different type of problem was considered. These were their suggestions:

1. When water is spilled or paint is turned over what should we do?
2. What would help keep these from happening?
3. When some playmate gets very angry what might help him?
4. How can you get him to laugh and not cry?
5. What helps you to relax?
6. Is it important to know how to relax? What keeps you from being comfortable and relaxed?
7. If someone is not kind to you what might help him change the way he feels about you? What would help you change the way you feel about someone you don't want to be kind to?
3. What were some of the nice things that happened?
4. How do you feel about the people who grow vegetables for us?
5. How important are plants?
6. Why didn't some of our plans work out for us?
7. How have we been able to share or cooperate with others?
8. How many helped with the plants?
9. How many helped with this illustration?
10. How many took part in this discussion?
11. How many weighed some plants to dry?

### *Evaluation*

It is important to clinch a study or emphasize its importance by thinking over why we studied about it. Why do we study about what makes rain? Why do we study about how animals live and grow? Why do we study about how plants live and grow? Why do we want to know about air travel? Why do we want to know what makes cookies "raise up big"? The teacher was trying to show the children by simple ways that knowledge of this sort helps us raise our standards of living.

It is important for children to evaluate a study by thinking through its effect on the group.

1. What have you found out that you didn't know?
2. What was the most important thing you did while we were working with plants?

From this study of how animals and plants grow the children named as many as twenty-five values. Here are some of them:

1. I know how to make a chart.
2. I know how to make a label.
3. I know we will take better care of vegetables. It is lots of work to raise good ones.
4. Almost everyone can write a "thank you" note now.
5. We plan better.
6. The floor isn't so dirty.
7. I can write a good story by myself.
8. I can write a letter on the typewriter.

### *Concerns of Children*

While the teacher was concerned with the needs of the group for developing a feeling of "oneness" she was at the same time concerned with the needs of individuals in the group. Conferences with par-

ents did much to help in understanding individual children.

1. How could we get Vicky to relax when she talked? Why does Vicky talk so loud and tense and strain her weak voice?
2. How can we get Allen to accept group responsibility and be a better group helper?
3. Why doesn't capable, mature Erma have more self-confidence? How can we give her experiences where she will be successful? (Erma has four brothers. No girls in the neighborhood. She needs more friends.)
4. Harvey had a negative attitude. The teacher tried to be especially polite to Harvey and looked for significant spots where she could make a comment that might help change his "No" attitude. The teacher noticed that his mother always said, "No, you can't"; then she immediately said, "Well, go on."
5. John was a show-off because he couldn't read. How could the

teacher relieve his embarrassment?

6. Why was Joan perpetually unhappy? Why did she always choose to write a story or make an individual newspaper and never enter into group activity?
7. Why would Betsy always choose to read a thick book and get angry if anyone asked her to stop before she finished it? Why wouldn't she get deeply interested in other activities?
8. Cleo needed to know more about good health practices on his age level. He had a continual cold. He needed to know about keeping his fingers and other objects out of his mouth. He needed to know about taking care of his handkerchief.

The needs of individuals to practice better health habits stood out very prominently. The need of the group to do more investigating and to do more critical thinking stood out just as prominently. Both of these needs would develop, the teacher hoped, as we became more of a group.

# Make Friends with Books

DORA V. SMITH<sup>1</sup>

*Make Friends with Books* is a booklist prepared for elementary school parents, teachers, and librarians who attended the annual Pre-Book Week Celebration at the University of Minnesota on November 6th. It presents the best books of the fall of 1950 with a few prize books of last

spring. The list is grouped under categories of known appeal to children and of practical value in the school program. Starred titles are especially recommended.

<sup>1</sup>Professor of Education, University of Minnesota, past president of the National Council of Teachers of English, and chairman of its Curriculum Commission.

## *Everyday Doings of Children — The Littlest Ones*

The Backward Day	Kraus	Harper	1.50	Kg.-3
A Child's First Cook Book	Stolberg	Hart	1.25	1-6
Come Play with Us	Carlisle	Rand	2.00	Pre-2
The Dream Book	Brown	Random	1.50	Pre-Kg.
*The Egg Tree	Milhous	Scribner	2.00	Kg.-2
*Excitement in Appleby Street	Crist	Children's Press	1.00	1-3
Kiki Skates	Steiner	Doubleday	1.25	Kg.-1
Let's Look Ahead	Sherman	Children's Press	1.00	1-3
Lucky Days for Johnny	Smith	Whittlesey	1.75	2-3
*Pete's Puddle	Foster	Houghton	1.25	Pre-School
Playtime for You	Schloat	Scribner	2.00	Pre.-2
The Quiet Noisy Book	Brown	Harper	1.50	Pre.-1
Surprise for Susan	Hitte	Abingdon	1.00	Pre.-Sch.
Three Little Steps and the Party	Becker	Scribner	1.00	Pre.-Kg.
Three Little Steps and the Spotted Horse	Becker	Scribner	1.00	Pre.-Kg.
*A Walk in the City	Dawson	Viking	2.00	Pre-Sch.-Kg.
What Can I Do Now?	Dow	Aladdin	1.95	1-5
When You Were A Baby	Ariane	Simon	.25	Pre.-2

## *Real Boys*

*Henry Huggins	Cleary	Morrow	2.00	3-5
*Herbert	Wilson	Knopf	2.00	4-6
Hidden Trapezes	Fenton	Doubleday	2.50	5-7
*Peter Graves	Du Bois	Viking	2.50	5-8
*Peter Holt, P. K.	Bothwell	Harcourt	2.50	4-6
Shining Shooter	Renick	Scribner	2.25	5-7
Shorry Makes First Team	Jackson	Wilcox	2.00	5-7
Smeller Martin	Lawson	Viking	2.50	5-8
Thad Owen	Wilson	Abingdon	2.50	5-8
*This Boy Cody	Wilson	Watts	2.50	5-8
*First Book of Baseball	Brewster	Watts	1.50	4-6



*Mostly Girls — And A Few Dolls*

Angelina Amelia, A Doll	Moon	Crowell	1.75	3-5
Betsy's Little Star	Haywood	Morrow	2.00	3-5
*Carol from the Country	Friedman	Morrow	2.00	4-6
*The Dolls' Christmas	Tudor	Oxford	1.50	3-4
The Enchanted Playhouse	Hill	Lippincott	1.75	2-3
High Smoke	Chalmers	Viking	2.50	5-7
The Homemade Year	Lawrence	Harcourt	2.25	4-6
Just Plain Maggie	Beim	Harcourt	2.25	5-6
The Most Wonderful Doll in the World	McGinley	Lippincott	1.75	2-3
Pink Maple House	Govan	Aladdin	2.50	4-6
*Roses for Bonny-Belle	Kiser	Random	2.00	5-6

*From Circus to Apple-Picking with Boys and Girls*

*Bounces of Cynthiann'	Lampmon	Doubleday	2.50	4-6
Holiday Craft and Fun	Leeming	Lippincott	2.50	5-8
Johann-The Woodcarver	Wood	Warne	2.00	4-6
The Little Red Horse	Sawyer	Viking	2.50	3-5
*Lucy's Christmas	Malloy	Houghton	2.00	4-6
Mr. Apple's Family	McDevitt	Doubleday	2.00	3-4
The New Boy	Urmston	Doubleday	2.25	4-6
Peppermint Pond	Farmer	Doubleday	2.25	5-7
Phillipe's Hill	Kingman	Doubleday	2.00	3-5
Rocky Point Campers	Reitvold	Viking	2.00	3-5
Schoolroom Zoo	Woolley	Morrow	2.00	2-4
*The Three Ring Circus	Brock	Knopf	2.50	3-5

*Animal Pets — From Turtles To Horses*

*Blaze Finds the Trail	Anderson	Macmillan	1.50	2-3
Christopher and His Turtle	Lattimore	Morrow	2.00	2-3
Homer the Tortoise	Baker	Whittlesey	2.00	4-6
Cowboy Joe of the Circle S	Rushmore	Harcourt	2.00	4-6
A Horse for Peter	Brown	Messner	2.50	5-6
Lance and Cowboy Billy	Holt & Coggins	Whittlesey	2.00	2-3
Patsy and the Pup	Van Stockum	Viking	1.50	2-4
Pony School	Brown	Scribner	2.00	4-5
Surprise for a Cowboy	Bulla	Crowell	2.25	3-4
T-Bone, the Baby Sitter	Newberry	Harper	1.75	Kg.-2
*The Two Red's	Will & Nicholas	Harcourt	2.00	1-3

*Animal Stories for All Ages*

*Dusty and His Friends	Black	Holiday	1.50	Pre.-2
The Great Big Animal Book		Simon	1.00	Kgn.-2
*Where's the Bunny?	Carroll	Oxford	2.00	Pre.-2
Cocolo's Home	Bettina	Harper	2.50	2-4
Doughnuts for Lin	Unwin	Aladdin	1.75	2-3
The Grey-Nosed Kitten	Mason	Houghton	2.00	3-4
The Kitten Who Listened	Nura	Harper	1.50	2-4

Squirrely of Willow Hill	Hader	Macmillan	2.00	2-4
*Born to Trot	Henry	Rand	2.75	5-8
*Kildee House	Montgomery	Doubleday	2.50	4-6
Red Joker	Johnson	Morrow	2.00	4-6
Sagebrush Filly	Stone	Knopf	2.50	6-8
The Tall Stallion	Hoffman	Dodd	2.50	6-8
Wild Animals of the Southwest	Franklin	Houghton	2.50	6-9

*Adventure*

Barney Hits the Trail	Machetanz	Scribner	2.00	4-6
*Big Book of Cowboys	Fletcher	Crosset	1.00	3-6
Crosswind Canyon	Hubbard	Macmillan	2.50	6-9
Dark Adventure	Pease	Doubleday	2.50	6-9
*Picken's Great Adventure	Davis	Oxford	2.00	4-6
Partners in the Saddle	Regli	Watts	2.50	6-8
Whaler 'Round the Horn	Meador	Harcourt	2.50	6-8
Texas Star	Meadowcroft	Crowell	2.00	5-8
*Tower by the Sea	De Jong	Harper	2.00	6-8
Windfall Fiddle	Carmer	Knopf	2.50	5-8

*Fun and Fancy*

The Calf That Flew Away	Dugo	Holt	2.00	1-3
*Circus Baby	Petersham	Macmillan	1.50	Kg.-2
The Golden Funny Book	Crampton	Simon	1.00	1-3
*If I Ran the Zoo	Seuss	Random	2.00	1-5
*The King and the Noble				
Blacksmith	Blank	Houghton	2.25	1-3
Mr. Mushroom	Slobodkin	Macmillan	1.25	Pre.-2
Petunia	Duvoisin	Knopf	1.50	Kg.-2
Santa's Toy Shop	Disney	Simon	.25	Pre.-1
The Cat Who Went to Sea	Jackson	Simon	.25	2-3
Cinderella	Disney	Simon	1.00	2-4
The Runaway Elephant	Harrington	Viking	1.50	2-4
Arthur Rackham Fairy Book		Lippincott	3.00	4-6
Bijou, the Little Bear	Amiot	Coward	1.75	3-4
Dick Whittington and His Cat	Brown	Scribner	1.75	3-4
*Elmer and the Dragon	Gannett	Random	2.00	3-5
*Jack and the Three Sillies	Chase	Houghton	2.00	3-5
The Taming of Giants	Gordon	Viking	2.00	3-5
Then Came Timothy	Frost	Whittlesey	2.00	3-5
Why Cowboys Sing in Texas	LeGrand	Abingdon	2.00	3-5
*Fire on the Mountain	Courlander	Holt	3.00	4-6
	& Leslau			
Jack O'Moora and the King of				
Ireland's Son	MacMahon	Dutton	2.00	4-6
John Henry and His Hammer	Felton	Knopf	2.50	4-6
Nine Tales of Coyote	Martin	Harper	2.00	4-6
*Old Peter's Russian Tales	Ransome	Nelson	2.00	4-6
*Peter Pan	Barrie	Scribner	2.50	4-6
Red Feather	Fisher	Messner	2.50	4-6
The Tune Is In the Tree	Lovelace	Crowell	2.50	3-5

*Bible Stories and Saints Legends*

Always There Is God	Trent	Abingdon	2.00	Kg.-3
Christopher the Giant	Bishop	Houghton	1.50	3-6
Coat of Many Colors	King	Lippincott	2.50	4-6
His Name Was Jesus	Jones	Rand	2.50	5-6

*Stories Related to Our Community Services*

*The Big Book of Real Fire Engines	Zaffo	Grosset	1.00	Kg.-4
The Big Book of Real Trains	Zaffo	Grosset	1.00	Kg.-4
*The Big Book of Real Trucks	Zaffo	Grosset	1.00	Kg.-4
*Charley the Horse	Palazzo	Viking	2.50	Kg.-4
*Little Boy Brown	Harris	Lippincott	1.75	1-3
The Little Fat Policeman	Brown & Hurd	Simon	.25	Kg.-2
*One Horse Farm	Ipcar	Doubleday	2.00	Kg.-2
*Rosa-Too-Little	Felt	Doubleday	2.00	Kg.-2
The Snowplow That Tried To Go South	Walters	Aladdin	1.75	1-3
This Is the Water That Jack Drank	Scott	Scott	1.50	Kg.-3

*These United States — Today and Yesterday Children of the U. S. A.*

Little Skipper	Creekmore	Macmillan	2.00	1-3
*A Boat for Peppe	Politi	Scribner	2.00	3-4
Luck for Little Lihu	Justus	Aladdin	2.00	3-4
*Sonny-Boy Sim	Baker	Rand	1.00	3-5
Blue Ribbons for Meg	DeLeeuw	Little	2.50	4-6
Loblolly Farm	Lenski	Lippincott	2.50	4-6
Texas Tomboy	Chastain	Harcourt	2.25	4-6
Mary Lizzie	Musgrave	Houghton	2.25	5-6

*American Indians*

*The First Book of Indians	Brewster	Watts	1.50	1-3
*Indians of the Longhouse	Bleeker	Morrow	2.00	4-6
*Lightfoot	Shippen	Viking	2.00	6-8

*American History in Fact and Fiction*

The First Adventure	Ray	Macmillan	1.75	3-4
The California Gold Rush	McNeer	Random	1.50	5-7
Jamestown Adventure	Hall-Quest	Dutton	2.50	6-9
*Johnny Texas	Hoff	Wilcox	2.75	5-7
*The Landing of the Pilgrims	Daugherty	Random	1.50	5-8
Picture Book of Indiana	Bailey	Whitman	1.00	4-6
Picture Book of Ohio	Bailey	Whitman	1.00	4-6
Tomas and the Redheaded Angel	Garthwaite	Messner	2.50	6-8

## ELEMENTARY ENGLISH

*Builders For Progress*

Benjamin Franklin	D'Aulaire	Doubleday	2.50	3-4
*Abraham Lincoln	Foster	Scribner	2.00	3-6
*Better Known as Johnny Appleseed	Hunt	Lippincott	2.50	6-8
Booker T. Washington, Ambitious Boy	Stevenson	Bobbs	1.75	4-6
Builders For Progress	Schirmer	Beckley	1.30	5-8
Christopher Columbus, Discoverer	Graham	Abingdon	1.50	3-5
Restless Johnny	Holberg	Crowell	2.50	4-6
Will Rogers, The Boy Roper	Day	Houghton	2.25	5-7
Woodrow Wilson, Boy President	Monsell	Bobbs	1.75	5-8

*Getting Acquainted Around The World*

*A Bell For Ursli (Swiss)	Chonz	Oxford	2.50	1-3
Pictures of France by Her Children	Cothorn	Oxford	1.50	1-3
*A Cap For Mul Chand (India)	Batchelor	Harcourt	2.00	3-4
The Flowered Donkey (China)	Mackay	Day	2.25	3-5
*Magic Money (Costa Rica)	Clark	Viking	2.50	3-5
One Bright Day (Japan)	Buck	Day	2.00	3-4
Pipi Longstocking (Sweden)	Lindgren	Viking	2.00	3-5
Sandy, The Red Deer (Scotland)	Darling	Oxford	2.00	3-4
Biddy Christmas (Wales)	Warner	Doubleday	2.50	4-6
*Jungle Child (India)	Davis	Viking	2.50	4-6
Lars And The Luck Stone (Lapland)	Knoop	Harcourt	2.50	4-6
The Queen Elizabeth Story	Sutcliff	Oxford	2.00	4-6
The Storks of Lillegaard (Holland)	Frisch	Bobbs	2.50	4-6
Five Sons of Italy	Acker	Nelson	2.25	5-8
History Can Be Fun	Leaf	Lippincott	1.75	5-7
Italy	Busoni	Holiday	1.25	5-8
Knight of Florence	Evernden	Random	2.50	5-7
*Su-Mei's Golden Year (China)	Bro	Doubleday	2.50	5-8
Teru, A Tale of Yokohama	Crockett	Holt	2.50	6-8

*On Wings Of Song*

*Animal Folk Songs For Children	Seeger	Doubleday	2.50	3-5
*The Merry Piper, Seventy Favorite Poems For Children		Simon	.25	Kg.-5
*The New Singing Time	Coleman	Day	2.50	Pre.-3
Paganini, Master of Strings	Wheeler	Dutton	2.75	4-6
*Songs to Grow On	Landeck	Sloane	2.95	3-5
This Is An Orchestra	Possell	Houghton	2.50	3-6



*Nature and Animal Life*

*The Good Rain	Goudey	Aladdin	1.75	Kg.-2
The Happy Day	Krauss	Harper	1.50	Pre.-1
*"Hi, Mister Robin!"	Tresselt	Lothrop	2.00	Pre.-2
*I Like Winter	Lenski	Oxford	1.00	Pre.-1
*Ruby Throat	McClung	Morrow	2.00	2-4
*Sun Up	Tresselt	Lothrop	2.00	Kg.-2
What Do They Say?	Skaar	Scott	1.00	Pre.-1
What Wild Flower Is It?	Pristorius	Wilcox	1.80	3-8
Who Dreams Of Cheese?	Weisgard	Scribner	2.00	Pre.-2
Winkie, The Grey Squirrel	Pratten	Oxford	1.50	2-4
Play With Trees	Selsam	Morrow	2.00	2-6
*Song of the Seasons	Webb	Morrow	2.50	2-6
*Cats	Bronson	Harcourt	2.00	3-6
Frogs and Toads	Zim	Morrow	2.00	3-6
Owls	Zim	Morrow	2.00	3-6
*Introduction To The Birds	Kieran	Garden City	2.00	3-6
*Tammy Chipmunk And His Friends	Allen	Houghton	1.50	3-6
Duff, The Story of A Bear	Rush	Longmans	2.25	5-6
In Woods And Fields	Buck	Abingdon	3.00	4-6
*Worlds In The Sky	Fenton & Fenton	Day	2.50	4-6
Masked Prowler	George	Dutton	2.50	6-8
*Monsters of Old Los Angeles	Martin	Viking	2.00	5-8
Sea And Shore	Hylander	Macmillan	3.00	6-8

*Science And Invention*

*Country Train	Beim	Morrow	2.00	1-3
The Size Of It	Berkley	Scott	1.00	Pre.-1
Two Little Trains	Brown	Scott	1.50	Kg.-1
Picture Book Of Chemistry	Meyer	Lothrop	2.00	3-5
*The First Book of Stones	Cormack	Watts	1.50	4-6
Diesel-Electric 4030	Billings	Viking	2.50	4-7
Everyday Machines And How They Work	Schneider	Whittlesey	2.25	4-8
First Chemical Book For Boys And Girls	Morgan	Scribner	2.75	6-9

*Story And Play Collections*

*Better Homes And Gardens Story Book	O'Connor	Meredith	2.95	Kg.-7
*Holiday Roundup	Pennell & Cavanah	Macrae	3.00	4-7
*Once Upon A Time	Dobbs	Random	2.00	Pre.-3
Second St. Nicolas Anthology	Commager	Random	5.00	5-7
Giggle Box	Fenner	Knopf	2.50	4-6
Indians, Indians, Indians!	Fenner	Watts	2.50	4-6
24 Horses	Cavanah & Weir	Rand	2.50	4-6

(Continued on Page 85)

# Regionalism In Young People's Books

MARIAN A. WEBB<sup>1</sup>

Are juvenile books of today giving our boys and girls the idea of "One World"? Do they know the children of other countries because of the books they are reading? Do they know their own country better because of the efforts of publishers, authors, and illustrators to acquaint them with America?

In the international field, Jean Bothwell has written *Little Boat Boy*, *Star of India*, *Empty Tower*, and other splendid stories of India. Pearl Buck and Elizabeth Foreman Lewis are well known writers of Chinese stories. Tibet and India tell their story in *Daughter of the Mountains*, by Louise Rankin. There are many other similar stories of boys and girls around the world, all bringing far away places to our American children. What about the new 1951 juvenile titles? Is the trend still "One World"? Some of the countries our children will be reading about from this year's output of juvenile literature are China, Canada, Costa Rica, Israel, Sweden, Lapland, Alaska, Australia, and India with three splendid biographies of Gandhi. Yes, the slogan "One World" is still a strong theme in our juvenile books.

Coming to America, we find we have not neglected the home scene. Here our efforts have been to help American youth to appreciate, rather than to tolerate, people of a different color, race, or creed. They read *Bright April*, by Marguerite De Angeli, *Assorted Sisters* and *Teresita of the Valley*, by Florence Crannell Means, *The Very Good Neighbors*, by Irmengarde

Eberle, *Palomino Boy*, by Don and Betty Emblen, *Willow Hill*, by Phyllis Whitney, *Keystone Kids*, by John R. Tunis, and *The Hundred Dresses*, by Eleanor Estes. Reading these stories, our boys and girls find a universal likeness, characteristics not very different from their own, a oneness, and we believe they are better Americans through reading these stories that teach appreciation and tolerance.

With "One World" still in mind, another type of American juvenile literature is the regional story. Before we can understand foreign nations, we must know the life of different kinds of people in different sections of our country. We know the life on the farms and in our towns and cities fairly well, but do we know the life of boys and girls off the beaten track, off the highways, in parts of our country little traveled, hence little known? Here is the material for our best regional stories. A purely regional story shows the life in a certain region, a life that has developed or has preserved within itself a certain individual flavor. This "preserved within itself" links these stories with our early American folklore. In many of our regional juveniles, we find the same songs, the same dances, the same sayings and customs, as in the early folklore of the region. They have been handed down, by word of

<sup>1</sup>Miss Webb is a library consultant for juvenile books. Her services, which include book reviews, book news letters, bibliographies, and manuscript reading, are employed by parents, librarians, booksellers, and others. Miss Webb is a resident of Fort Wayne, Indiana.

mouth, from generation to generation. The mother in the Tennessee or Kentucky hills sings these songs as she works in her little cabin. The father, in his overalls, relaxed after his day's work, plays his fiddle; or tipped back in his chair, his feet up on the porch rail, tells the stories his father told him. The good regional author weaves all of these into the juvenile story. This story teller must be constantly aware, in writing these stories, that while the people of the United States are fundamentally the same, there are different environments in various regions. There are economic problems which profoundly affect the people living in these different sections. There is a difference, and yet also a sameness in all of us.

Lois Lenski is probably the most outstanding author of regional juveniles. She defines a regional story as a story that "shows a way of life controlled by an environment, showing how people live in a certain region, why they live as they do, and how outward circumstances have made them live as they do." Lois Lenski was born in Ohio, later moving to Connecticut to make her home. In Connecticut, she found, on her doorstep, the material for many of her historical juveniles. Later, because of ill health, she went south, first to Louisiana. Here she became interested in the children of French families living in the rural regions along the bayous. Her story, *Bayou Suzette*, was the result of this experience. Next, she went to Florida, which she called the "land of sunshine and strawberries." There in the Cracker country of Florida, she saw a little girl plowing in a sandy field. That little girl became Birdie Boyer in *Strawberry Girl*.

*Blue Ridge Billy* is the story of farm life in the Blue Ridge Mountains before the coming of the automobile. Billy Honeycutt was a true mountain boy. He wanted a fiddle. He had music in his blood. Lois Lenski spent one Christmas in Henderson County, North Carolina, where the Henderson Art Colony sponsored the Henderson Mountain Library. At the time she was there, the library was open two hours every Sunday afternoon. Children came for miles, dressed in their Sunday best, to look at picture books, and to hear stories read to them. When they went home, each took a book to keep until the next Sunday. Miss Lenski spent one Sunday afternoon with them, watching their reaction to the stories and the books. She sensed their pleasure, although there was a certain unresponsiveness, peculiar to mountain people. She realized that these children worked hard, had few pleasures, and coming to the library on Sunday afternoon was a high spot in their lives.

*Judy's Journey* is the story of a migrant farm family, moving up the Atlantic seaboard from Florida to New Jersey, picking crops. It is a story, sincerely told, of the poverty and the privations of such a family. Homeless Americans, constantly on the move, picking our crops of fruit and vegetables! *Boom Town Boy* is a somewhat different story. It tells of the Oklahoma oil boom, and the rapid change of life for a family when grandfather's farm becomes a productive oil field. In *Cotton in My Sack*, Lois Lenski picked cotton with the sharecroppers of Arkansas, and in her latest book, *Texas Tomboy*, she lived with the ranch people of western Texas. Into this story, she weaves ranch life, cowboys, Texas drouths, and "homesteaders." She

has timed her story prior to 1920, for she says that the children of that earlier period had a "more dramatic and a richer story than the lives lived by ranch children today." The reason for this, she says, is that the coming of the automobile and mechanization have changed ranch life in West Texas during a man's lifetime.

According to Lois Lenski, a writer of regional stories writes either as a "native" or as an "outsider." In all of her regional stories, Lois Lenski is an "outsider." But she is not an "outsider" for long. She goes to the particular section of our country which she intends to use as the locale of her story. She lives for some time with the people, and she becomes one of them. She talks with the children, visits with the parents, eats with them. She goes to school with the boys and girls and to church with the whole family. She studies them in their homes, sympathizes with them, and comes to know them, and to love them. She finds them not very different in their philosophy of life than the people we all know. They may be poor and uneducated, but worthy of our admiration and emulation. Weaving all this into her regional stories, Lois Lenski has given the field of children's literature a rich contribution.

Lois Lenski's stories are all published by J. P. Lippincott Co. Helen Dean Fish, who is juvenile editor at Lippincott's, expresses her feeling about these regional stories in this way, "Miss Lenski has made an inestimable contribution to American child literature in this series of books. They are done with the greatest integrity and expenditure of effort, as she visits and studies and presents varied parts of the country. It seems to me that each book

grows better, and I am at the moment full of enthusiasm for her story of a school-house on the western plains which will be published next fall. This book grew out of a friendship with a school house full of children in South Dakota. It's real America."

Lois Lenski's home is Greenacres, Torrington, Connecticut, and her married name is Mrs. Arthur Covey.

While Lois Lenski is an "outsider" in her regional stories, Charlie May Simon, is a "native son." She, and her parents before her, were born in the Ozarks. When she was a child, her family moved to Tennessee. Later, however, she returned to the Ozarks to live. The backwoods of America have become hers through heritage and environment, and she has made good use of this. Her stories are simply written and good to read aloud. One of the best is *Robin On the Mountain*. This is the story of an Ozark mountain boy whose father was a sharecropper. It is a sincere story with much of the flavor of the Ozarks. *Lost Corner* is the story of a settlement in the piney hills of Arkansas. It is a splendid story of a family living very simply, amid friendly neighbors.

One of our most recent of regional juveniles is Leon Wilson's *This Boy Cody*. The author is the son of Harry Leon Wilson (*Ruggles of Red Gap*). He was born in California, has worked in canning factories of the West, in Hollywood as a research worker, in Washington D. C. as a medical secretary and clerk, and in Tennessee. Here he spent three years in the Cumberland Mountains as a member of the staff of a Cumberland Mountain folk school. He was also a school librarian, a



community visitor, and the leader of square dancing and choral singing. He came to know intimately the mountain people of Tennessee, their superstitions, their love of riddles, their families and their homes. The book, *This Boy Cody*, with its humor and its local color, is a picture of these mountain people.

Juvenile literature is also rich in other regional stories. Marguerite DeAngeli has given us a good picture of the "Pennsylvania Dutch" of a few years ago. May Justus brings us Tennessee in *House in No End Hollow*, and the Kentucky hill in *Honey Jane*. Will James, in his ever popular *Smoky*, gives us the West. Many of Elizabeth Coatsworth's stories are laid in Maine, with as "strong a Maine flavor as a blueberry pie." Genevieve Fox takes us to the Southern mountains. Her *Cynthia of Bee Tree Hollow* portrays the reaction of the Southern mountaineers to the building of a government dam which will deprive them of their homes. It is hard for them to appreciate the fact that it will give them a more modern way of life. This same theme is well treated in *Son of the Valley*, by John R. Tunis. This is the story of the T. V. A., and shows how the son of this mountain family sees the advantages of this particular project for the mountain people of Tennessee.

In most of our regional stories, there is a choice use of dialect. The speech of a people is one of the most obvious of differences in the various sections of our country. Dialect, when used in juvenile regionals, must be handled with care. Otherwise the reading becomes hard for the child, and his interest wanes. Lois Lenski tells us that she tries to use the simplest

words in her dialect, with little distortion in spelling. She believes this is the best way to give a child the "feel" of a different people, and the "flavor" of a different life.

In this discussion of regional books and in the bibliography that follows, many of the books listed are closely connected with our American folklore. Others simply portray life as lived in a given locality at the present time, and there are, doubtless, many other titles which might have been included in such a list. It is difficult to differentiate as to whether a story is truly regional, or local color used simply to build up the plot. Likewise, it is often questionable where to draw the line between the contemporary and the historical regional juvenile. Laura Ingalls Wilder's books are regional, but they are not contemporary. They have become historical with the passing of the years, and are a true saga of pioneer life as lived a half a century ago in the Middle West. Very quickly, the regional story of today becomes the period story of tomorrow.

As we go around the world in our juvenile books, as we read of the minority groups in our own country, we feel we are giving our boys and girls "One World" in the books they are reading. As we give them stories of the East, the South, the Middle West, and the West in the United States, whether it be the backwoods of North Carolina, Kentucky, or Tennessee, the Maine or Florida coasts, or the ranches of the West, we know that our American youth of today are coming to appreciate the "One World" in which they live.

#### *Regional Stories*

Bell, Thelma H., *Mountain Boy*. Viking, \$2.00, 1947. Grades 3-4. Homespun tale of mountain whites in the south.

- Buff, Mary & Conrad, *Peter's Pinto*. Viking, \$2.00. 1949. Grades 4-6. Utah desert and life among the Mormons.
- Burgwyn, Mebane, *Lucky Mischief*. Oxford, \$2.50. 1949. Grades 5-7. Negro boy and his family in Occoneechee Neck in North Carolina.
- Burgwyn, Mebane, *River Treasure*. Oxford, \$2.50. 1947. Grades 3-5. A wealth of folklore in this story of a flood and a Negro family in North Carolina.
- Carmer, Carl, *Hurricane Luck*. Aladdin, \$1.75. 1949. Grades 5-7. Florida setting with a hurricane, fishing, and hunting of shells.
- Carmer, Carl, *Too Many Cherries*. Viking, \$2.00. 1949. Grades 4-6. A tale of up-state New York where a large cherry crop had to be taken on a night trip to a city market.
- Coatsworth, Elizabeth, *Little Haymakers*. Macmillan, \$2.00. 1949. Grades 4-5. A "down east story" of the fun and difficulties on a Maine farm.
- Coatsworth, Elizabeth, *Plum Daffy Adventure*. Macmillan, \$2.25. 1947. Grades 3-5. Sea and sand dunes of Cape Cod.
- Cormack, Maribelle and Bytovetzski, Pavel L., *Swamp Boy*. McKay, \$2.50. 1948. Grades 7-9. The story of a boy in the Okefinokee swamp, in Georgia.
- Credle, Ellis, *Down, Down the Mountain*. Nelson, 1934. Grades 3-4. Story of Hetty and Hank in the Blue Ridge Mountains. Fine for understanding one's neighbors.
- Dana, Dortha (pseud.), *Sugar Bush*. Nelson, \$2.50. 1947. Grades 4-7. Maple sugar time in the Vermont hills. A fine spirit of New England friendliness.
- Davis, Robert, *Sid Granger*. Holiday, \$2.25. 1945. Grades 6-9. A resourceful Yankee boy and the true essence of a Vermont farm.
- DeAngeli, Marguerite, *Henner's Lydia*. Doubleday, \$2.50. 1936. Grades 3-5. "Pennsylvania Dutch" country.
- De Angeli, Marguerite, *Yonnie Wondernose*. Doubleday, \$2.00. 1944. Grades 2-4. Seven-year-old "Pennsylvania Dutch" boy, and his curiosity.
- Dean, Graham M., *Dusty of the Double Seven*. Viking, \$2.00. 1948. Grades 7-9. Nevada cow country. Good picture of a large modern cattle ranch.
- Emery, Anne, *Mountain Laurel*. Putnam, \$2.50. 1948. Grades 6-8. Good mountain cabin lore in the Smoky Mountains of Tennessee.
- Foster, Elizabeth, *House at Noddy Cove*. Houghton, \$2.25. 1949. Grades 4-6. All the joys of fishing and sailing off the coast of Maine.
- Fox, Genevieve, *Cynthia of Bee Tree Hollow*. Little, \$2.50. 1948. Grades 7-9. A Government built dam will bring many changes to the mountain people of Tennessee.
- Fox, Genevieve, *Mountain Girl*. Little, \$2.50. 1932. Grades 7-9.
- Fox, Genevieve, *Mountain Girl Comes Home*. Little, \$2.50. 1934. Grades 7-9. Kentucky mountain girl and her desire for an education.
- Frost, Frances, *Maple Sugar for Windy Foot*. Whittlesey, \$2.00. 1950. Grades 4-6. Maple Sugar time on a New England farm.
- Frost, Frances, *Windy Foot at the County Fair*. Whittlesey, \$2.00. 1947. Grades 4-6. Good Americana at a County Fair.
- Fuller, Harvey K., *Manuel Goes to Sea*. McGraw, \$2.00. 1948. Grades 4-6. Fisheries in Gloucester, Massachusetts.
- Gates, Doris, *Blue Willow*. Viking, \$2.00. 1940. Grades 4-6. Itinerant cotton pickers in the San Joaquin Valley of California.
- Garst, Shannon, *Cowboy Boots*. Abingdon, \$2.00. 1946. Grades 4-7. Good picture of a ranch in California, showing how a cowboy gets his training.
- Garst, Shannon, *Wish on an Apple*. Abingdon, \$2.00. 1948. Grades 4-6. A fruit-picking family in the Hood River country of Oregon. Their wish was a permanent home.
- Gates, Doris, *North Fork*. Viking, \$2.00. 1945. Grades 5-8. Splendid story of an Oregon lumber camp and a Cherokee Indian boy.
- Gorsline, Douglas, *Farm Boy*. Viking, \$2.50. 1950. Grades 7-9. Farm life in New York State.
- Heal, Edith, *Golden Bowl*. Lothrop, \$1.50. 1947. Grades 3-5. Delightful story of a little restaurant in New Orleans, with all the charm of the French quarter.
- Hubbard, Margaret Ann, *Pennyweather Luck*. Macmillan, \$2.50. 1948. Grades 5-8. The unceasing struggle for existence on the

- swamp lands along the Mississippi near New Orleans.
- James, Will, *Smoky*. Scribner, \$2.50, \$1.68. Grosset, \$1.49. 1926. Grades 6-9. One of the best cowboy stories of the West.
- Johnson, Enid, *Cowgirl Kate*. Messner, \$2.50. 1950. Grades 7-8. Good picture of Wyoming and a Girl's Rodeo Association.
- Justus, May, *Honey Jane*. Doubleday, \$2.00. 1935. Grades 5-7. Honey Jane lives in the Kentucky hills where her father was a circuit rider.
- Justus, May, *House in No-End Hollow*. Doubleday, 1938, \$2.00. Grades 7-9. Good picture of the mountain industries of Tennessee.
- Justus, May, *Mr. Songcatcher and Company*. Doubleday, \$2.00. 1940. Grades 5-8. Rich in folkways, games and songs.
- Larcom, Henry V., *Mountain Pony*. McGraw, \$2.00. 1946. Grades 5-8. This, with the author's *Mountain Pony* and the *Pinto Colt*, gives a good picture of a Wyoming ranch of today.
- Lenski, Lois, *Bayou Suzette*. Lippincott, \$2.50. 1943. Grades 4-8.
- Lenski, Lois, *Blue Ridge Billy*. Lippincott, \$2.50. 1946. Grades 4-8.
- Lenski, Lois, *Boom Town Boy*. Lippincott, \$2.50. 1948. Grades 4-8.
- Lenski, Lois, *Cotton in My Sack*. Lippincott, \$2.50. 1949. Grades 4-8.
- Lenski, Lois, *Judy's Journey*. Lippincott, \$2.50. 1947. Grades 4-8.
- Lenski, Lois, *Strawberry Girl*. Lippincott, \$2.50. 1945. Grades 4-8.
- Lenski, Lois, *Texas Tomboy*, Lippincott, \$2.50. 1950. Grades 4-8.
- Lippincott, Joseph W., *Wahoo Bobcat*. Lippincott, \$2.50. 1950. Grades 5-7. Florida swamps.
- Low, Elizabeth, *High Harvest*. Harcourt, \$2.50. 1948. Grades 7-9. The fervent love of a girl for her rocky Vermont farm.
- Meader, Stephen, *Blueberry Mountain*. Harcourt, \$2.50. 1941. Grades 7-9. Pocono Mountains of Pennsylvania.
- Means, Florence Crannell, *Assorted Sisters*. Houghton, \$2.50. 1947. Grades 7-8. Story of girls in a settlement house in Denver.
- Means, Florence Crannell, *Shuttered Windows*. Houghton, \$2.50. 1938. Story of a Southern Negro girl.
- Milhouse, Katherine, *Egg Tree*. Scribner, \$2.00. 1949. Grades 2-4. Old custom of the "Pennsylvania Dutch".
- Molloy, Anne, *Uncle Andy's Island*. Houghton, \$2.50. 1950. Grades 3-5. Fishing on the Maine coast.
- O'Hara, Mary, *My Friend Flicka*. Lippincott, \$3.00. 1941. Grades 6-9. A good western story on a Wyoming ranch.
- Politi, Leo, *Boat for Peppe*. Scribner, \$2.00. 1950. Grades 2-4. Fishermen of old Monterey in California and the Festival of Blessing of the Boats.
- Politi, Leo, *Juanita*. Scribner, 2.00. 1948. Grades 2-4. Mexicans in California and the Easter Blessing of the Animals.
- Politi, Leo, *Pedro, the Angel of Olvera Street*, Scribner, \$2.00. 1946. Grades 2-4. Mexican Christmas in California.
- Politi, Leo, *Song of the Swallows*. Scribner, \$2.00. 1949. Grades 2-4. California Missions.
- Rich, Louise Dickinson, *Start of the Trail*. Lippincott, \$2.50. 1949. Grades 7-9. Story of the woods of Maine and a young guide.
- Rounds, Glenn, *Stolen Pony*. Holiday, \$2.00. 1949. Grades 5-8. Good picture of the Black Hills of South Dakota and a dog's devotion to a blind pony.
- Sawyer, Ruth, *Little Red Horse*. Viking, \$2.50. 1950. Grades 3-4. Shell collecting on an island off the coast of Florida.
- Simon, Charlie May, *Lost Corner*. Dutton, \$2.25. 1935. Grades 5-6.
- Simon, Charlie May, *Robin on the Mountain*. Dutton, \$2.25. 1934. Grades 4-6.
- Simon, Charlie May, *Roundabout*. Dutton, \$2.50. 1941. Grades 4-6. Mississippi bayou country.
- Tunis, John R., *Son of the Valley*. Morrow, \$2.50. 1949. Grades 7-9.
- Wilson, Hazel, *Island Summer*. Abingdon, \$2.00. 1949. Grades 4-7. Good Maine saltwater flavor.
- Wilson, Leon, *This Boy Cody*. Watts, \$2.50. 1950. Grades 3-5.

# On Reading Aloud

CLARA EVANS<sup>1</sup>

In this day of multiple movies, radio, and now television, we are in danger of losing through disuse what was surely a fine and eminently worthwhile tradition in times gone by, namely, the custom of reading aloud in the home. Our liking for good stories is doubtless as keen as ever, and certainly we have need of and desire for the instruction, wisdom, and entertainment to be found in books. It is not my purpose to try to point out why the average radio program or moving picture does not, probably cannot, give rise to that feeling of family intimacy, that feeling of time well spent, which was once such an integral part of "reading aloud." The tension, the hurry, and the fuss which characterize so much home life nowadays and lay such a heavy tax on the nerves of our children may be at least partly offset by devoting a half-hour or an hour daily, preferably in the evening, to reading aloud the literature, both old and new, which can still thrill the hearts of boys and girls. "Anyone," says Clifton Fadiman, "who can read without stuttering can read aloud, and anyone who likes a good story will enjoy listening."

In addition to that precious family coziness which reading aloud brings about as so few things can, there are, of course, a number of other benefits resulting from this practice. Having stories and poems read to him is a distinct aid to the child who is just learning or about to learn to read because it brings him face to face with the full magic of the printed word.

From merely listening to selections that he enjoys the child can scarcely escape learning something about a discriminating and accurate use of language and about the effects of humor, pathos, beauty, and so on which language is capable of. Too, and this is more important today than it ever was before, by hearing wisely chosen selections children increase their knowledge and appreciation of the world and its peoples, its plants and its animals, its customs and its troubles. Reading aloud also establishes a good foundation for continued pleasure in reading. By a careful choice of books to be read aloud parents can greatly influence their children's reading habits of a lifetime. Finally, oral reading within the family sets up a framework in which an intimate exchange of thoughts and ideas between parents and children comes about naturally and easily.

## *Suggestions for Parents*

Before deciding just what he will read to his children, the father or mother should have in mind a few significant points. Pre-school boys and girls, who are not yet actually learning to read, often like to hear the same story or poem told or read to them again and again. This is because they understand or "get" only a portion of it at each telling. It is very important to remember that a child's appreciation and comprehension of a story or poem lies from one to three years in advance of his own skill in reading. In

<sup>1</sup>Assistant professor at the University of Nebraska.



other words, he should hear selections too difficult for his own reading. Contrary to former usage, the best practice is *not* to select "a story for a child of four" or "a poem for a seven-year-old," but to take into consideration the intelligence, the interests, the experiences, and the background of the child for whom the selection is intended. In deciding just what should be read, these questions should be considered: Is the story or poem suited to the mental age of the child? Is the subject matter really interesting and meaningful to him—does he enjoy it? Is the selection worth while—will it stand reading and re-reading, or is it something trivial which will be heard indifferently and then forgotten? Is the substance of the selection appropriate and desirable for children? (Adults sometimes fail to realize that books for little children should involve action above all else. This is because the child usually draws or dramatizes what is read to him, or incorporates it into his speech.) Is the book well bound and durable? Many books come to pieces when children handle them. Is the book suitably illustrated? A book should be artistic and attractive, but on the child's level, not merely pleasing to the adult. Is the selection well written? Many children's books are objectionable simply because they are written in a careless, slipshod manner, because they are ordinary or commonplace in content, or because they are written down to the child.

It is generally agreed that a children's story or poem can be good even though it does not contain an obvious moral. These writings, naturally, should be ethically sound; they should present what is true

and beautiful, and exclude what is wrong or undesirable; they should, in brief, exemplify right ideals in an attractive light. Moral lessons, of course, may be implied; in such instances, the child is quite able to draw the correct conclusions.

### *Role of Children's Interests*

As every parent and teacher knows, children have very definite interests, and these interests affect their choice of literature. The very young child is primarily interested in himself and his activities, however limited they may be. He gets a thrill out of recognizing what is familiar to him, and he is fond of pictures of children like himself, doing the things that he does. Pictures of objects in his environment intrigue him. Sound is also interesting to him. The repetition and rhythm found in nursery rhymes and jingles seldom fail to please him. Further, children enjoy sounds in connection with familiar experiences and pictures. That children react to color, quickly forming certain preferences and associations, is patent. Words, too, they soon learn to recognize when the terms apply to simple, easily seen objects in pictures. Stories about animals, of course, are great favorites with boys and girls. Boys early develop an interest in things that go; so stories about aeroplanes, automobiles, jeeps, soldiers, and cowboys, are likely to appeal to them.

Five- and six-year-old children prefer stories outside of themselves, so to speak. They want their stories to be of the world and what is happening both near and far. The highest peak of interest in the fairy tale is reached by the seven- or eight-year-old child. He is first of all interested in the experience story, provided it has consider-

able plot and action. At this age interests are expanded to cover the why and the how of things. Clearer concepts of space and time lead to more appreciation and understanding of stories or books concerned with other lands and other times. Finally, differences between the interests of boys and those of girls are now clearly defined.

The book listed below are, of course, only a sampling of the many fine writings for small children now available in most communities. They are especially appropriate for reading aloud, and in their pages may be found countless happy hours of relaxation, entertainment, and instruction.

*Attractive Books for Reading Aloud*

*A Child's Grace*; Constance Banister. Real life pictures illustrating a child's thankfulness to God. 1948. \$2.00.

*Ask Mr. Bear*; Marjorie Flack. Mr. Bear tells Danny what he can give his mother on her birthday. Macmillan. 1932. \$1.25.

*Karl's Wooden Horse*; Lois Donaldson. Karl has wonderful dream adventures when he rides his little toy horse grown tall. Whitman. 1944. \$1.00.

*Make Way For Ducklings*; Robert McCloskey. A family of ducks moved from an island through the downtown streets of Boston to the public gardens. Viking. 1943. \$2.00.

*The Boats on the River*; Marjorie Flack. The large picture book shows all kinds of boats moving on the big river. Excellent scenes of waterways. Viking. 1946. \$2.50.

*The Christ Child*; Maud and Miska Petersham. Beautiful words from the Bible. Colorful illustrations by the Petershams. A just right Christmas story. Doubleday. 1931. \$2.00.

*The Christmas Stocking*; Dorothy Baruch. Bobby pulled out more toys than you would think his big, round bumpy Christmas stocking could hold. Scott. 1946. \$.50.

*Guess What's in the Grass*; Lucy Mitchell. When mother found Billy asleep in the

grass, he did not know that all the little animals had found him first. Interesting approach. Scott. 1945. \$1.00.

*Here Comes Daddy*; Winifred Milius. A little boy watches the traffic while he waits for his daddy to come home. Fit in with neighborhood interests. Scott. 1944. \$1.00.

*The Little Fire Engine*; Lois Lenski. Fireman Small's little red fire engine on its various calls is an exotic experience. Oxford. 1946. \$1.00.

*Pelle's New Suit*; Elsa Beskow. Pelle, a little Swedish boy, earned a new suit. Houghton. 1939. \$1.75.

*Prayer For a Child*; Rachel Field. A prayer touching "on things common to every child." Colorful child illustrations. Macmillan. 1944. \$1.50.

*The Tall Book of Nursery Tales*; Pictures by Feodor Rojankovsky. Favorite nursery tales. Harper. 1944. \$1.00.

*Willie's Walk To Grandma*; Margaret Brown. On the country road to Grandmama's house Willie, the little city boy has many adventures. Scott. 1944. \$1.25.

*I Know a Surprise*; Dorothy Baruch. Nancy brings in her doll and her pets to see the "surprise"—a new baby brother. Lothrop. 1935. \$1.00.

*Mac Goes To School*; Margaret Wynkoop. Mac, the Scottie, enjoys sharing the learning and play experiences of kindergarten. Doubleday. 1942. \$1.00.

*The New Baby*; Ruth and Harold Shane. Story and pictures describe how Mike's understanding parents prepare him for a new baby in the family. Recommended by doctors. Simon. 1948. \$.25.

*Surprise For Davy*; Lois Lenski. Fifteen playmates coming to his party is only one of the surprises on Davy's fourth birthday. Oxford. 1947. \$1.00.

*Very Young Verses*; selected by Barbara Geisner and Antoinette Suter. Delightful verses about birds, beasts, and bugs, people and things, me, the weather and just pretend. Houghton. 1945. \$2.00.

*I Like Winter*; Lois Lenski. Bright red and green pictures show small brother and sister discovering the delights of winter from the first snowfall to Valentine's Day. Oxford. 1950. \$1.00.

*The New Sitter*; Ruth and Ray Abel. Pictures gaily the very simple doings of two small children left alone with an elderly lady they don't know. The story will make the children welcome their new sitter with ease and joy. Oxford. 1950. \$2.00.

*One Horse Farm*; Dahlor Ipcar. The boy Johnny and the colt Betty were born at the same time and they learned about the work on the farm to-gether. The happy ending when a tractor is bought and old Betty is not sold, but retired, is very satisfying. Double Day.

*Where's The Bunny*; Ruth Carroll. Sweater, flower pots, shoes, any hiding place is fair in this merry game of hide and seek between puppy and bunny. Oxford. \$2.00.

*Hi, Mister Robin*; Alvin Tresselt. Charming illustrations of the guest of a little boy who was tired of winter and wanted Spring to come. Lothrop.

*Little Boy Brown*; Isabel Harris. An account of little Boy Brown who lived in the city and his trip to the country to visit his mother's maid. Lippincott. 1949. \$2.00.

### MAKE FRIENDS WITH BOOKS

(Continued from Page 75)

#### *For The Teacher*

*Allah: The God of Islam	Fitch	Lathrop	3.00
*Four To Fourteen, A Library of Books For Children	Lines	Cambridge U. Press	
Fun with Fabrics	Leeming	Lippincott	2.50
*The Land and People Of Israel	Hoffman	Lippincott	2.50
The Land and People Of Mexico	Larralde	Lippincott	2.50
**Partners: United Nations & Youth	Roosevelt & Ferris	Doubleday	3.00
Southwest Roundup	Peck	Dodd	2.75

# Strengths And Weaknesses In Reading of A Group of Sixth Grade Children

WILLIAM D. SHELDON

AND

SHIRLEY HATCH<sup>1</sup>

## *Purpose of Study*

An investigation is being made of the reading abilities of good and poor readers in Grades I-XII in eight school systems in the state of New York. The present article presents the findings in regard to the strengths and weaknesses of thirty good and thirty-two poor readers in sixth grade classes of the eight school systems studied. It was felt that the findings might have implications for the instructional program in reading at this grade level. David H. Russell has given a comprehensive summary of the stages of reading development probably found within this grade level.<sup>2</sup> According to him we may expect to find a "steady but rather slow growth in all phases of reading." Speed begins to increase at this level and various forms of word-recognition techniques are used. There is an increase in the amount of reading done, in the purposes for reading, and in the quality of comprehension gained from this reading. This study indicates the extent to which these particular sixth grade children have progressed in their ability to read.

## *Selection of Subjects*

The subjects represent 10 per cent of all sixth-grade pupils in the schools participating in the study. The population rep-

resented included 620 pupils from 8 school systems and from 14 elementary and 4 rural schools.

The pupils were selected by the sixth-grade teachers in each of the schools. In making their selection, the teachers used three criteria: (1) achievement tests in reading administered before selection, (2) their own rating of each pupil's status in reading, and (3) test scores derived from intelligence tests administered before the selection. The teachers were asked to choose from their classes 5 per cent of their pupils who were poor readers and 5 percent who were good readers.

In order to limit the influence of the factor of intelligence, the teachers were requested to pick students whose intelligence quotients were 90 or above. This was done successfully in all but 8 cases. When the Stanford-Binet Intelligence Scale, Revised Form L, was administered to the pupils, it was found that eight chil-

<sup>1</sup>Staff of Syracuse University Reading Laboratory. The authors wish to acknowledge the cooperation of the Bureau of School Services, School of Education, and the Psychological Services Center of Syracuse University in making this research project possible.

<sup>2</sup>"The Intermediate or Low-Maturity Stage—Grades 4 to 6," in "Stages in Typical Reading Development" from National Society for the Study of Education, 48th Yearbook, Part II, p. 21.



dren had intelligence quotients below 90. This discrepancy might be explained partly by errors of measurement in the group tests of intelligence used by the teachers and also by the optimism of the teacher in his appraisal of the child's mental ability.

It was also found that a difference in means significant at the 1 per cent level existed between the intelligence quotients and mental ages of the good and poor readers. No significant difference existed in the chronological ages of the pupils.

According to the Progressive Reading Test, there were no significant differences between the means of the two groups in vocabulary or total reading. There was a difference significant at the 1 per cent level in comprehension.

### *Procedure*

The Durrell Analysis of Reading Difficulty was given to each of the sixty-two sixth-grade pupils studied. It was felt that this test would give a fairly adequate picture of the reading status of each child. This diagnostic test was administered individually to the subjects by well-trained clinicians.

The method of determining the grade level limits on the Durrell was rather subjective. However, a fairly accurate picture was obtained. It was noted that the pupils in these two groups performed on appreciably different levels but they were more nearly alike than the pupils in most of the lower grades. Rate of reading seemed to be one of the major handicaps to the poor

readers and in some areas their comprehension was noticeably limited.

Due to the limited ceiling of the test, it was difficult to determine the level above grade six on which some of these pupils in the high group performed. Therefore, the high scores on all areas tested except Oral Reading — Direct Recall<sup>3</sup> were considered to place the student at the sixth grade level. In some cases the students were probably able to read on a much higher level.

On Oral Reading—Direct Recall, the majority of the good readers were reading above the sixth grade level with a reading rate at the sixth grade and with good recall. In the other areas tested, they appeared to be reading very adequately at their grade level. Unaided recall was poorer than direct recall, but in most cases, it was considered good. While most of the children read at a sixth grade rate in the first two areas, there was a fairly even rate distribution between grades five and six on silent reading.

Thirty out of thirty-one students placed at the sixth grade or above on word recognition. One performed at the fifth grade.

On Word Analysis, thirty placed at the sixth grade or above and one performed at the fifth grade. There seemed to be little difference in the ability of these readers to perform on Word Recognition and Word Analysis.

<sup>3</sup>On Oral Reading—Direct Recall, the pupil was said to be reading 8th grade material if he read that paragraph with less than seven reading errors and only 1 or 2 comprehension errors on direct questions.

Almost half of the readers in the poor group were performing at the sixth grade level with good comprehension on Oral Reading — Direct Recall. The larger portion of the students in the lower half were distributed in the fifth grade. The major difference here between the two groups was in the rate of reading. The poor readers tended to read at a fourth grade rate on the Oral Reading — Direct Recall section. The actual distribution of rate was as follows: 3 at grade six, 7 at grade five, 15 at grade four, and 7 at grade three.

On Oral Reading — Unaided Recall more than half of the poor readers were reading on a sixth grade level but most of them had poor comprehension. The largest distribution appeared at the fourth grade on rate of reading with an almost even distribution performing above and below the fourth grade.

The picture changed for these poor readers on Silent Reading — Unaided Recall. The majority placed at the fifth and sixth grade levels, but comprehension was generally poor and the majority read silently at a fourth grade rate or below.

Their performance on Word Recognition compared favorably with the good readers. The largest distribution was at the sixth grade level but slightly less than half that number were distributed on grade levels from two to five.

Investigation of word analysis produced much the same picture although slightly more than half of the group were distributed in grades two to five. Twelve

of the thirty-two students in this group were performing at the sixth grade.

Table I presents the general weaknesses found among both good and poor readers at the sixth grade level. Only the errors made by 25 per cent or more of the students in each group were taken into consideration. Below that number the error was believed to represent individual weaknesses.

As was expected, the poor readers outnumbered the good readers in the number of areas of weakness. However, both groups showed weakness in the following: poorly organized recall after oral reading and very scanty recall on hard material after oral reading. Both groups had a tendency to use lip movements during silent reading. Very scanty recall on hard material after silent reading was found to be a common weakness. Also, both groups apparently guessed at words from the general form instead of using other methods of word recognition.

From this survey, it would appear that inadequacy in recall is a salient weakness at the grade 6 level. However, this seems to apply to weaknesses common to both groups of readers. Those errors made by the poor reader group cover many other areas, and it would appear that the two groups give a contrasting performance in reading.

It is hoped that the following discussion of errors made by both groups in this study will reveal the differences between the good and poor readers at the grade 6 level.

ERRORS MADE IN READING BY 30 GOOD AND 32 POOR READERS  
AS MEASURED BY THE DURRELL ANALYSIS OF READING DIFFICULTY

TYPE OF ERROR	Number of Pupils Making Error				TYPE OF ERROR	Number of Pupils Making Error			
	Good Readers		Poor Readers			Good Readers		Poor Readers	
	N	%	N	%		N	%	N	%
<i>Phrase Reading:</i>					<i>Word Recognition Skills:</i>				
Inadequate phrasing			15	47	Low sight vocabulary			10	31
Incorrect phrasing			9	28	Guesses at word from general form	14	47	21	66
<i>Voice, Enunciation, Expression:</i>					<i>Word Analysis:</i>				
Poor enunciation of difficult words			9	28	Word analysis ability inadequate			14	44
Habitual Repetition of word			8	25	<i>Detailed Analysis of Faulty Pronunciation:</i>				
Omits words			9	28	Similar form (substitution of whole word)			12	38
<i>Word Skills in Oral Rdg:</i>					<i>Phonetic Inventory:</i>				
Errors on easier words			9	28	Letter sounds missing			21	66
<i>Oral Reading — Recall:</i>					Blends missing			11	34
Unaided recall scanty	8	27							
Poorly organized recall	12	40	11	34					
Very scanty recall on hard material	14	47	11	34					
<i>Mechanics of Silent Reading:</i>									
Lip movements	9	30	11	34					
<i>Silent Reading — Recall:</i>									
Poorly organized recall	8	27							
Very scanty recall on hard material	14	47	16	50					

Major Errors of Poor Readers:

1. *Inadequate Phrasing:*

Almost half of the poor readers in grade 6 were found to be phrasing inadequately. While these children were reading by phrases, they had not developed a command of reading skills so that they could give a smooth performance.

There are many reasons for this type

of error but one of the most common is a weakness in sight vocabulary or an inability to apply word analysis skills successfully.

2. *Incorrect Phrasing:*

Some poor readers were phrasing incorrectly. Characteristics of this error were: phrasing in units which were not meaningful; breaking off into word-by-word reading when the pass-

age becomes difficult, etc. A lack of word recognition and analysis skills might be a major cause of this difficulty.

3. *Poor Enunciation of Difficult Words:*

Since poor enunciation was found only on the difficult words, it would appear that the errors are from poor word analysis techniques. This may represent some insecurity by the student when he is unsure of the correct accent on a word.

4. *Habitual Repetition of Words:*

Enough of the poor readers made this error to consider it as a general weakness. This may indicate that the reader is insecure in his performance or it may represent a weakness in word recognition. While repeating a word, the student may be gaining time to figure out the correct pronunciation or meaning of the next. His span of recognition may be limited.

5. *Omits Words:*

Perhaps these students are in the process of developing speed in reading and become careless. In some cases it is possible that this has been found to be an easy way of avoiding unknown words. Still another possibility to consider is insecurity in word recognition which causes the reader to break his span of attention.

6. *Errors on Easier Words:*

Errors on easier words was a noticeable weakness among the poor readers studied at this level. Perhaps concentration on the more difficult or unfamiliar words requiring the students

to employ word analysis skills resulted in errors here. Also, sight vocabulary which has been learned inadequately may have been a cause. Some of the so-called easier words may have been less meaningful and harder to learn.

7. *Low Sight Vocabulary:*

It appears that many of the students in the poor reading group had been unable to acquire a good sight vocabulary as they progressed through the grades.

This may have resulted from weakness in word analysis methods which would help independent recognition. Also, the children in this group may have tended to avoid reading situations as much as possible. This would tend to retard the development of a good sight vocabulary.

8. *Word Analysis Ability Inadequate:*

The poor readers showed a weakness in the ability to use methods of word analysis. Perhaps they did not have a command of phonetic skills which would be useful. This group may have become dependent upon a general sight vocabulary which is not adequate alone at this level.

9. *Similar Form* (Substitution of whole word):

Investigation of the prominent errors made on words revealed that the poor readers often substituted a word of similar form but not always of a similar meaning. This may be a carryover from habits developed during the primary stage.

10. *Letter Sounds Missing:*

Many poor readers at grade 6 were



weak in recognizing the sounds of letters. The degree of weakness varied with individuals. No doubt this weakness influenced word recognition and analysis abilities to a considerable extent.

11. *Blends Missing:*

Since blends would be used more often in word analysis skills than individual letter sounds, this area is perhaps more significant.

*Major Errors Made by Good and Poor Readers:*

1. *Poorly Organized Recall:*

A rather high percentage of both groups were weak in organization of their recall after oral reading. This may have been caused by little practice in developing this skill. Tension in the testing situation might also have caused poor responses.

2. *Very Scanty Recall on Hard Material:*

Both groups tended to give very scanty recall after reading hard material. This is an expected weakness since hard material calls for greater mastery of word skills and comprehension may be slighted. Of course, the level at which material was hard was not the same for each group. The good readers were often asked to read beyond the level of their ability and may have encountered more hard material by comparison than the poor readers.

3. *Lip Movements:*

While both groups were found to be using lip movements to some extent, it was more noticeable among the poor readers. This may represent a habit de-

veloped during early attempts to read silently, when oral reading was still dominant. Those readers who have difficulty with word skills may use lip movement as a support. Perhaps little training has been given for helping these students develop a speed in silent reading, which might help remove the possibility of lip movements.

4. *Guesses at Word Form from General Form:*

Since this appears to be a common approach to word recognition by both groups at each grade level, it is assumed that this may show an inadequacy of approach rather than an important weakness. This method of word recognition may be one of the first developed and, it may have been used most often while other skills were being learned.

*Major Errors Made by Good Readers:*

1. *Unaided Recall Scanty:*

The good readers at the 6th grade level showed enough weakness in this area to consider it as an important weakness. Perhaps much of the test material was easy for this group and some readers neglected to include details because they did not consider them important.

2. *Poorly Organized Recall:*

A few of the good readers were found to give poorly organized recall after they had read material silently. This was also true of the same group after oral reading. It is suggested that perhaps little attention had been given to developing this skill. Tension in the testing situation might encourage these students to respond too quickly, recalling as they talked, thus giving an un-

organized account of the material they had read. There is another possible explanation for this weakness to appear among the good readers. These pupils may have had just enough practice in reading for different purposes and developing their own observations about material read so that they had a tendency to use more imagination than poor readers, on the other hand, seem to use readers on the other hand seem to use less imagination and tended to memorize the material read.

*Errors Made by More Than One Half of Each Group:*

No weaknesses were shown by more than 50 per cent of the good readers at the sixth grade level. However, three areas of weakness were shown by fifty per cent or more of the students in the poor group.

Fifty per cent of the poor readers gave very scanty recall on hard material after silent reading. It is likely that hard material for them was so difficult that they did not attempt to concentrate on meaning. Also, there might have been more opportunity for the poor reader to completely confuse the meaning in silent reading. He would have been stopped or helped if the material had been read orally.

Sixty-six per cent of the poor readers in grade 6 had a tendency to guess at words from the general form. It might have seemed easier to memorize words or guess from the general form than to learn and practice the phonetic skills, context clues, etc.

Sixty-six per cent of the poor readers also were found to have learned their letter sounds inadequately when tested on

individual letters. It may be noted that this group appeared to know the sounds of blends more adequately. This may indicate that they were more successful using the sounds in context.

Letter sounds in themselves may have seemed meaningless and childish to the poor readers so that there was some resistance to learning them after they reached higher grade levels.

The areas which were considered strengths were those in which at least 25 per cent of the students in either the high or low group were credited with a particular ability.

At the sixth grade level these strengths were fairly common to both groups. However, the good readers were usually represented by a higher percentage of members exhibiting a strength.

The difference between the two groups of readers appears smaller at the sixth grade than at some of the lower levels.

*Strong Areas for Good Readers Were:*

1. Fluent reading by phrases.
2. Good unaided recall after oral silent reading.
3. Median grade level at or above their present grade placement.

*Areas in Which at Least 25 per cent of the Good and Poor Readers Were Adequate Were:*

1. High sight vocabulary.
2. Silent Reading more rapid than oral.
3. Most letter names, letter sounds and blends known.
4. Silent word study successful.
5. Flashed word recognition and word analysis ability grade level or above.

6. Good recall on direct questions after oral reading.
7. Fair unaided recall after silent reading.
8. Cooperative and attentive.

*Areas in Which at Least 25 per cent of the Poor Readers Were Strong:*

1. Fair recall on direct questions after oral reading.
2. Fair unaided recall after oral reading.

*Conclusions*

The following general conclusions can be drawn from this study:

1. Poor readers showed a weakness in individual letter sounds but not on the names of letters or sounds of blends in the phonetic inventory of the Durrell.
  2. Poor readers tended to guess at words from the general form.
  3. The poor readers showed many more areas of weakness, even though they were not all highly significant, than the good readers.
  4. Both groups tended to give poorly-organized recall after oral reading.
  5. Recall was very scanty on hard material after oral and silent reading for both groups.
  6. The areas of strength were fairly common to both groups of readers although the higher percentages were shown among the good readers.
  7. Both groups seemed to have a higher rate on silent reading than they did on oral.
  8. Both groups knew the names of most or all letter names and the sounds of blends.
  9. On the basis of the "t" scores taken from the Stanford-Binet test, it can be assumed that the intelligence quotients and mental ages of the two groups of children studied represent two different types of children. Those pupils most poorly equipped in this area were in the poor-reader group. No significant difference appeared in their chronological ages.
  10. The other areas under reading vocabulary, comprehension and the total reading score did not reveal significant differences between the good and poor readers at this grade level.
  11. The poor readers tended to read at a lower rate, about two grade levels below their actual placement.
  12. The poor readers were especially weak on unaided recall.
  13. The good readers performed equally well on word recognition and word analysis.
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# Some Possible Origins of the Prevalence of Verbalism

O. R. BONTRAGER<sup>1</sup>

## Introductory

The title of this article suggests that *something* is prevalent and that the *something* has been called "verbalism." The prevalence of the *something* has been widely recognized. William James, for example, observed over half a century ago that "the more accurately words are learned, the better, if only the teacher make sure that what they signify is also understood. It is the failure of this latter condition... that has caused... 'parrot-like reproduction' that we are so familiar with today." (8)

Charles Hubbard Judd was aware "that many a child recites sentences which he has learned without having the slightest conception of the relations expressed by the sentences. Indeed, it is true that a child often pronounces words without understanding their meanings. . . Verbalism in the schools is insidious and difficult to avoid." (9)

Among living writers, Ernest Horn has given us perhaps the most extensive accounts of the *something* and, to my knowledge, the most incisive analysis of factors that contribute to verbalism, which, he says, "is not a thing of the remote past, when, indeed, it did sometimes flourish in an exceedingly extreme form; it is still widespread at every level from kindergarten to the graduate school, as well as in society at large." (6)

The man from Mars upon hearing that "verbalism" is prevalent would be entitled to ask, "What is prevalent?" If he should consult the dictionary, he would find, among others, this entry: *Verbalism, n.* An empty form of words.

Perhaps this definition does not help him much. In this case, he may look up the definition of the definition, and continue the process

until matters become "clear." He investigates and finds:

WORD, *n.* That which is said; esp., a brief remark or expression

REMARK, *v. t.* to state, say

EXPRESS, *v. t.* to represent in words; to state

STATE, *v. t.* to narrate

TELL, *v. t.* narrate; say

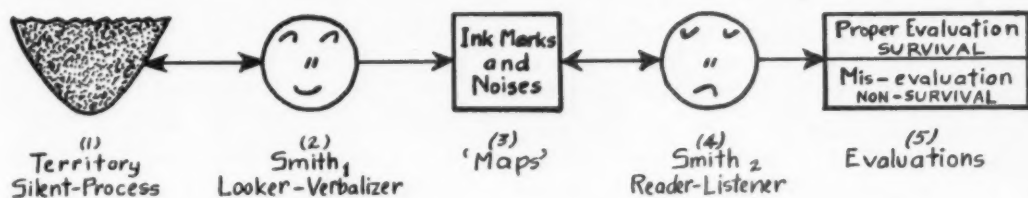
SAY, *v. t.* to express in words

I am sure none of us would blame the man from Mars if he were to become suspicious at this point. In his explorations among the words, he has traveled in a circle, like a man lost in the forest, and finds himself precisely where he started.

Lest any reader conclude that I have racked my brains for an obscure illustration that will further diabolical ends, let him take any word — any word in the dictionary — and perform a similar experiment. He will make a discovery that may help him to understand the prevalence of what we call "verbalism." He will discover that he cannot open his mouth to speak, or he cannot write a word, without employing *undefined* terms. That is, with every term, he reaches a point, when he attempts *verbal* definition, where he has exhausted the dictionary and produced only words.

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## FACTORS INVOLVED IN LANGUAGE

Figure 1

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To further illustrate what I represent by the undefined term, "verbalism," I have shown in Figure 1 some of the factors that are involved whenever language activity (including "education") is taking place. These factors include: (1) some territory; i.e., the NOT-WORDS happenings, 'things', relations, etc., in the universe; (2) Smith<sub>1</sub>, the looker-investigator-speaker-writer, who for centuries now has been examining the territory and verbalizing about it by making noises or various kinds of hieroglyphics; (3) the maps, or verbalizations of Smith<sub>1</sub> about the territory; (4) Smith<sub>2</sub>, the reader-listener, who evaluates the maps made by Smith<sub>1</sub>; and (5) the evaluations of Smith<sub>2</sub>. His evaluations may fit the NOT-WORD relations, etc., in the territory. In this case, matters turn out in accordance with his "evaluations" ("expectations," etc.), and Smith<sub>2</sub> has predictability. In the final analysis, his survival depends upon his predictability. When several million Schmidt's climbed out of the rubble in Berlin, they were in a position to understand clearly whether or not their evaluations of "der Fuehrer's" verbalizations (maps) fit the territory. They followed rainbows of words and found rockpiles at the foot of the rainbow.

Most (although not necessarily all) of the factors illustrated in Figure 1 become involved in any "educational" activity. For example, during a lecture, Smith<sub>1</sub> corresponds to the lecturer, and Smith<sub>2</sub> to a pupil. When a pupil is

reading, the author of the ink marks plays the role of Smith<sub>1</sub> and the pupil, Smith<sub>2</sub>. In each case, a pupil's evaluations take place under his skin at silent, and often unconscious, levels. Only occasionally do we get *hints* of the nature of his evaluations when we hear him verbalize, or see him engage in performances, about what he has heard or read. Of the great bulk of any pupil's evaluations we remain in ignorance. Part of an iceberg extends above the water. The greater portion lies beneath. In contrast, the entire "body" of a pupil's evaluations remains beneath the surface — under his skin. His verbalizations become only surface hints (poor reflections) that are often mistaken for the iceberg itself. Frequently a teacher may "understand" such pupil verbalizations even when the pupil himself does not. "The uttered part of a man's life," said Thomas Carlyle, "let us always repeat, bears to the unuttered, unconscious part a small unknown proportion. He himself never knows it, much less do others." The fact that educators in the main have not understood this illustrates one of the current delusions and becomes the basis for some of the most misleading verbalisms in 1950.

Further study of Figure 1 shows that *verbal activity can take place at two points*. First, Smith<sub>1</sub> (the teacher, author, etc.) in current educational practice certainly engages in verbal activity. Not much would happen in a typical school today if verbal activity on the part of

teachers, administrators, etc. were eliminated. Investigations of verbalism in schools have, in the main, disregarded Smith<sub>1</sub> as a verbalizer. Second, we have Smith<sub>2</sub>, the topic of most discussions about verbalism—and, let me add, an important topic. We have to live with the Smith<sub>2</sub>'s, who later turn out to play various roles as Smith<sub>1</sub>'s, passing on the verbalizations we have given them.

### *We Are Governed by "Maps"*

We can better understand how important the Smith<sub>2</sub>'s can become when we realize that as members of the human class of life, *we are governed primarily by maps*. We do not attend Presidents' receptions in bathing suits in defiance of maps that "such things aren't done." "Cold wars," news of strikes, economic predictions, etc. make further emphasis on this point unnecessary. Moreover, Korzybski has shown by a simple analogy what happens when a map does not fit the territory.

Territory	San Francisco	Chicago	New York
	•	•	•
Map	Chicago	San Francisco	New York
	•	•	•

Figure 2 (10)

When we follow such a map (Figure 2), we do not get where we want to go. Each of us has experienced at some time what happens when one of our maps does not fit the territory. Every "disappointment" turns out to be such a case.

For purposes of this discussion, I classify verbalisms as (1) cases where a map does not fit the territory, and (2) cases where we have maps for which no territory exists. Other categories could be listed, but space-time limitations make it impossible to deal adequately with even two categories.

Whether or not a map fits the territory cannot be ascertained by investigating the map alone. *One factor* that accounts for much of the verbalism in the past and even today is to be found in the limitations of the receiving equipment of Smith<sub>1</sub>, the investigator of the territory.

As far as I know, we have no knowledge outside of nervous systems. The receivers of a given nervous system (commonly known as 'senses') are not all-wave receivers. For centuries, man's receivers reported the earth as flat and the sun as coming 'up'. They did not report microbes or atoms. Man's auditory receivers do not pick up waves in the ultra-sonic band. In a similar way, each of the other receivers (olfactory, etc.) leaves out many details of the territory. Not all details are abstracted.

We smile now at some of the verbalisms that were produced before a few individuals became conscious of abstracting. Thus, mumps were accounted for by "mumpish evil spirits." "The brain is an organ for cooling the blood." "The earth is the center of the universe." "The velocity of light is 'infinite.'" And so on.

For centuries, anyone who questioned the current verbalisms paid with his life. Servetus, whom Calvin burned at the stake when he correctly described pulmonary circulation, lacked a microscope to demonstrate what our nervous systems leave out. Modern inquisitors, in Kremlins everywhere, are still on the march, for,

man, proud man,  
Drest in a little brief authority,  
Most ignorant of what he's most assured,  
His glassy essence, like an angry ape,  
Plays such fantastic tricks before high heaven

As make the angels weep.

Perhaps we should not smile too much.

### *Territory Changes*

A *second factor* that makes it difficult to avoid using maps that do not fit lies in the fact that *the territory changes*. Heraclitus, the "obscure philosopher" of Ephesus, said as much over 25 centuries ago: "No one has ever been twice on the same stream, for different waters are constantly flowing down." In our own time, Whyte repeats: "Change is universal. Permanent elements may appear to challenge it, but

they have no lasting substance. Yet, change is not arbitrary. The future unfolds continuously out of the present." (19)

At the close of World War I, the best airplanes in the world were not as reliable as a Piper Cub. A *change* in the form of high octane gasoline made the modern giants of the air possible, and reduced verbalizations about Maginot Lines to anachronisms. Yesterday, DDT became the end-all for mosquitoes. Today, new mosquitoes transform the "end-all" nonsense into verbalism. It has been said that World War II was the first war in history that was "won" with weapons that did not even exist at the beginning of the war. Today, much atomic "knowledge" 1950 has become obsolete. Doctor Oppenheimer recently said, "Until a few months ago, we thought there were three different kinds of mesons. Now we have seven. How many are there really?" (1)

Only a few weeks ago, an announcement by the President of the United States gave emphasis to what I have tried to say: "We have evidence that within recent weeks an atomic explosion occurred in the USSR." Previous maps no longer fit. They have become what I call verbalisms.

Some may conclude from what has been said that I plead the cause of "educational Heraclitians," to use Dr. Horn's terminology, who "jump to the conclusion that the social heritage should be discarded." (7, p 111) For those I give the answer well known to students of Korzybski: "I say what I say; I *do not* say what I do not say."

The distinguishing characteristic of the human class of life lies in the fact that it alone operates in a "time" dimension. (10) When we introduce a "time" dimension, we automatically introduce a "past," "present," and "future." The immediate moment gives us no dimension. Only the human class of life, with its capacity for comparing the present with the past can be conscious of change.

The profound effect of a social heritage that gives us *some* maps similar in structure to the territory they represent is forcefully illustrated by the work in atomic energy. Men who died possibly 6000 years ago—men whose names are not even known—helped to make the first atom bomb possible. The man who first represented direction with a symbol (angle, degree, etc.)—who made a map similar in structure to some territory—was a co-worker in the field of nuclear physics. Much of what we "know" about electrons, neutrons, etc. is based upon the observation of certain effects in a Wilson Cloud Chamber. The *direction* of the "tracks" of the particles entering the chamber give clues about the nature of the charges (electron, negative; proton, positive; neutron, no charge, etc.) Thus the representations of our primitive forebear, who lived before the dawn of history, affects every living being on our planet today. So with each member of the class of life that lives in a "time" dimension. Each of use affects in some way the events that succeed us, including generations yet unborn. We become links in a chain reaction that leads ultimately to survival or non-survival. No one can count himself out, for, in a very real sense, each of us lives forever. We pass on maps—some that fit and some that do not. We can perish, clutching in our hands some portion of our social heritage, if we neglect the most urgent business of each generation: holding the maps that fit, and discarding those that do not. Perhaps at no time in history has it been so difficult to insure that our maps *do* fit. For "time marches on" with accelerating acceleration.

### *Signs and Symbols*

A *third* factor that accounts for the widespread condition called verbalism may be found in the unique characteristics of "humans" that enables them to engage in language activity. Fido, cows, and amoebas do not engage in verbalism. "Humans" can hear talk and see ink marks, or, if blind, feel the Braille dots. They

can remember what they hear and see and then produce imitations. In short, they can talk and write and not drop dead the instant their maps do not correspond to the territory. On this point, Korzybski says; "If it (a sign) does not stand for something, then it becomes not a symbol *but a meaningless sign*. This applies to words just as it does to bank cheques. If one has a zero balance in the bank, but still has a cheque-book and issues a cheque, he issues a sign, because it does not stand for anything. The penalty for such use of these particular signs as symbols is usually jailing. This analogy applies to the oral noises we make, which occasionally become symbols and at other times do not; as yet, no penalty is enacted for such a fraud...

"It is extremely important, semantically, to notice that not all the noises, etc., we humans make should be considered as symbols... Such empty noises, etc., can occur not only in direct "statements," but also in "questions." Quite obviously, questions which employ noises, etc., instead of words, are not significant questions. They ask nothing and cannot be answered. They are, perhaps, best treated by "mental" pathologists as symptoms of delusions, illusions, or hallucinations. In asylums, the noises, etc., patients make are predominantly meaningless, as far as the external world is concerned, but *become symbols in the illness of the patient*." (10-pp. 78-79)

### **"Maps" Depend on Language Structure**

The extent to which we can produce maps similar in structure to the structure of the territory depends upon the map making materials at our disposal. With a pencil and paper I can represent some characteristics of the terrain called Pennsylvania. With clay, or other modeling materials, I can produce a map of the same territory that I cannot possibly produce by making marks on paper with a pencil. So with language. A *fourth* condition, then, that may lead to the production of maps that do not

fit (verbalism) lies in the structure of the language we inherit. Space permits only a brief and inadequate treatment of *some* of the structural characteristics of our language. To understand more fully the extremely complex issues that are involved, I suggest that the reader study *Science and Sanity*. Unfortunately, some "simplifications" of this monumental work do not simplify it; indeed, some contain many errors of omission and/or commission, and some make no sense.

When we examine the structure of our language, we discover that *it compels us to emphasize similarities but permits us to ignore differences*. Thus we can speak of "Germans" and behave *as if* Hitler equals Bach. So with "labor," "capital," "Republican," "Democrat," and so on. In mathematics, "the language of science," as Dantzig calls it, we do not perform such tricks. The mathematician who ignores differences by treating  $x_1$  as equal to  $x_2$  goes astray in his calculations. It appears, then, that we engage in verbalism the moment we neglect to take *both similarities and differences* into account when we make verbal maps.

A *second structural characteristic* of language permits us to fragment what cannot be broken up in nature. We can speak about "space" by itself and "time" by itself *as if* they could be separated. But when we abolish the hyphen in space-time, we abolish the Einstein theory. We perform a similar elementalistic operation when we speak of emotions *and* intellect. When someone splits off "personality" and begins to verbalize about "it" (minus a flesh and blood person), we are reminded of Alice's cat:

"All right," said the cat; and this time it vanished quite slowly, beginning with the end of the tail and ending with the grin, which remained some time after the rest of it had gone.

"Well! I've often seen a cat without a grin," thought Alice; "but a grin without a cat! It's



the most curious thing I ever saw in all my life."  
(3)

The additive *and* invariably gives us a verbal structure that does not fit the territory. Talk about eyes *and* ears *and* "spans," etc., in writings about reading, for example, often turns out to make no more sense than talk about arteries that is based upon the dissection of a cadaver. The ancient Greeks noticed that the arteries contained no blood after death, and so called them *arteria*: windpipes.

A *third structural characteristic* of language permits us to represent "qualities" as *existing in* things. We say, "The rose is red"; "The apple is sweet"; "She is bad"; etc. In these illustrations, the "red," "sweet," "bad," etc., are terms that refer to under-the-skin evaluations. Rose is not seen as "red" by everyone. The woman who is regarded as "bad" by the neighbor whose "angel" has just been chased out of the rose-bushes is regarded as "good" by her own "angel." Nearly 300 years ago, Isaac Newton said, "If at any time I speak of light and rays as coloured or endued with colours, I would be understood to speak not philosophically and properly, but grossly, and according to such conceptions as vulgar people in seeing all these experiments are apt to frame. For the rays to speak properly are not coloured. In them there is nothing else than a certain power and disposition to stir up a sensation of this or that colour." (14)

The *is* of predication invariably represents an under-the-skin happening as *existing in* something outside the skin. Such projections can have consequences, perhaps the mildest of which is illustrated by the Quaker who said to his wife, "Everybody's queer but me and thee, and sometimes I think thee's queer." In extreme cases, our mental hospitals are full of people who confuse what is inside of skin with what is outside. They talk about rats where there are no rats; they hear voices that no one else can hear; they see an "enemy" in everyone they

meet. Their verbalisms differ only in degree from the verbalisms of the fellow who asks questions like these: "Why can't they all be just like me?"; "Is your education really liberal?"; "Is Willie's reading 'good' or 'thoughtful' or 'effective'?" Unless we are conscious of the projection mechanism, the *is* of predication invariably leads to verbalism.

A *fourth structural characteristic* of language permits us to say that a *map equals* the territory it represents. The *is* of identity, found in our language, but not in all languages, permits us to do this.

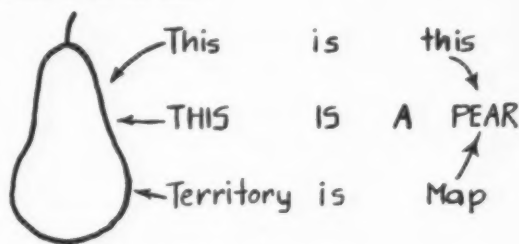


Figure 3

When we say, as in Figure 3, "This is a pear," we play as if a thing (territory: NOT-WORDS) could be *the same as* (IS) the name of the thing (MAP). We discover whether or not such statements fit, if, for example, we try to eat (2) in Figure 3. We can eat (1) but not (2). A map *is not* the territory.

We smile when children produce similar verbalisms. LaBrant has given us an instructive illustration: (12)

"For if the baby says 'mama' or 'mother' he may later be confused. His cousin will arrive and call this woman 'Aunt Susie.' Here our baby will protest: 'She isn't Aunt Susie; she's mama.' . . .

"There's another . . . confusion that the child experiences and never completely outgrows. When Billy's mama comes along to visit, Billy calls *her* 'mama.' Johnny feels called upon to say, 'She isn't mama; *this* is mama.' We've all seen children wrangle over that."

Perhaps we should not smile at the infants

too much, for who has not heard "grown-ups" engage in similar infantile behavior? "Schmidt is an Aryan."; "This *is* democracy"; "Is it really a strike?" "Is General Semantics 'English' or 'education' or 'psychology'?" We know by now what happens when we behave *as if* a map is the territory. Or have we forgotten Hitler and his "Aryans" and the concentration camps?

A recent happening shows what can happen when we disregard the dangers in the *is* of identity. (See also Lt. Gen. Walter Bedell Smith's article in *The Saturday Evening Post*, December 17, 1949)

"Moscow, March 27, 1947—(UP)—The Big Four foreign ministers were threatened with a deadlock today on the question of German assets in Austria, key to the whole Austrian treaty. . . . Throughout the day, progress in the Big Four conference was blocked by disagreement over what constitute 'German' assets in Austria."<sup>1</sup>

The treaty is not yet signed. The problem cannot be solved by shouting or by looking for "interpretations" of *assets* in a dictionary.

Such difficulties arise when different Smiths apply different maps to the "same" phenomeua. Thus, an American Smith may say, "Beefsteak *is* food." Some Hindoo Smiths most certainly will not. Our language behavior reverts to infantile verbalism, with the possibility of most dangerous consequences when we disregard the map-maker. The maps do not make themselves.

We may use the term, *static*, to describe a *fifth structural characteristic* of language. I have already referred to the changing character of territory. The following illustration emphasizes the potential danger in a failure to understand the static nature of language.

At the close of the war, a Board of Consultants to the Department of State published a report on The International Control of

<sup>1</sup>Quoted from *The Pittsburgh Post-Gazette*, March 28, 1947.

Atomic Energy. The report recommends that atomic energy activities be divided into two classes: (1) *Safe* activities, which may be carried on by individual nations without control and (2) *Dangerous* activities, which may be carried on only under international control.

The following sentence shows a keen awareness of the hidden dangers in a static language: "Only a constant re-examination of what is sure to be a rapidly changing technical situation will give us confidence that the line between what is dangerous and what is safe has been correctly drawn; it will not stay fixed." (4)

*It will not stay fixed.* The dynamic relations in the territory change. They cannot be bound in the straight jackets of a static language. Unlike our hair, words do not turn gray with age, but by dating our statements we build dynamic maps that fit dynamic territories. Safe activities 1946 may not be safe in 1950.

"Words, in fact, are like the fossils of the rocks; they embody the thought and the knowledge of the society that first coined and used them. . . . If," continues Sayce, "the fragment of a fossil bone can tell us the history of an extinct world, so, too, can the fragment of a word reveal to us the struggles of ancient societies, and ideas and beliefs that have long since perished." (17)

Of the many structural characteristics of language that remain, I can mention only a *sixth*. With a generous use of words like "all," "never" (and many others), and with lots of periods after sentences to show that we have permanently closed the subject, we can use our maps *as if* everything has now been said—period and stop. We can do this despite the fact that in 1951 we have not succeeded in saying "all" about *even one atom*. A map represents *not all* of the territory.

#### *Other Conditions Favoring Verbalism*

So much on the structure of the map making materials at our disposal. Let me now turn

to a *fifth class* of conditions or practices that encourage verbalism. Broadly considered, these practices include many of the administrative and methodological usages now in vogue. The reader is urged to study Dr. Horn's excellent volume, *Methods of Instruction in the Social Studies*, for a penetrating analysis of many practices with which I will not deal.

Educators base their claims for public support on the grounds that schooling produces desirable behavior patterns in students. If the 'products' of educational systems leave schools with behavior patterns that are widely recognized as detrimental to society (including the 'products'), then we may well consider seriously what we have done to them. The researches of Pavlov, Thorndike, and many others clearly show that behavior patterns do not persist unless the conditions are favorable for their development. I believe many methodological practices provide a favorable "climate" for the growth of verbalism.

First, although a *teachable methodology* for dealing with map-territory relationships is available, it is less than twenty years old, and relatively few schools know about it. As a consequence, "speech" instruction, by way of illustration, still focuses attention almost exclusively on Smith<sub>1</sub>, notwithstanding the fact that *without* Smith<sub>2</sub>, speech seldom happens outside of institutions for the insane. Attention is centered on "speech" *production*, such as lisping, stuttering, poise, melodious voice and so on. Talking in well-modulated tones may be regarded as highly desirable, to be sure, but talking "sense," or making maps that fit, may turn out to have greater survival consequences. English instruction shows a similar disregard for Smith<sub>2</sub>, who, in a world of tensions may need some defenses against the barrages of talk and ink marks.

Second, prevailing teaching procedures are almost exclusively verbal. In commenting on the over-emphasis on linguistic learning, Pres-

cott says, 'almost from the beginning of the first grade through the university, verbal symbols are substituted for sensation, perception, observation, and activity with regard to life's events. The situation in this respect is not as bad as it used to be, for increasing numbers of school people are seeing the light, but it is still very bad if one views the country as a whole!'. (15)

In this connection, it may be well to remember that the introduction of 'concrete' materials, while desirable, is not a guarantee against verbalism. Men, with their feet planted firmly on 'concrete' ground, long talked about a flat earth.

Recent writers have persuaded themselves that they can distinguish between 'informative' and 'emotive' expressions *by looking at the words*. I am afraid, however, that such determinations can be made only by looking at Smith<sub>2</sub>. A writer on General Semantics seems to have persuaded himself that he can pick out "slanted" words. Others propose to determine what a word represents by examining the other *words* surrounding it (otherwise known as 'context'). Such activities turn out to be completely verbal.

Third, we have as yet few, if any, teaching materials that can be considered satisfactory from the point of view of language structure. The earliest books placed in the hands of children use the false-to-fact *is* of predication and the *is* of identity in varying degrees. Texts are uniformly written in an *all-ness* pattern that leaves pupils with a mistaken notion of finality. The typical textbook gives no clues regarding the dates to which the subject matter applies. Even photographs in many textbooks are frequently undated and often give erroneous impressions because of changes that have taken place in the territory. The copyright date provides, in many cases, an inaccurate clue regarding "time." I recently analyzed a number of general science books widely used in junior high schools—all published since 1930. None

of these books presented an accurate (1951) account of light phenomena or thermodynamics. *The phlogiston notion of "heat," which has been obsolete since Lavoisier's famous experiments in 1772 is still being taught, almost universally, in early science courses.*

I have considered at length elsewhere (2) a fourth methodological factor that encourages the increase of verbalism. Many school practices involve a reversal of natural order, or timing. There is nothing "bad" about symbolization as such. However, in the development of language in the individual and in the race we find an order that is commonly disregarded in our schools. For example, when we trace the history of writing and reading, we find that for thousands of years reading involved exclusively the visual receiver. It had nothing to do with sounds. *Historically, natural order in reading and writing involved visual pathways in nervous system first and continued to do so for thousands of years.* Neurologically, this becomes a matter of greatest significance, for the order of development parallels the order of development in the individual nervous system. Korzybski has shown that "auditory stimuli involve more inferences than descriptions, which is the opposite of the functioning of the visual type." If inferences rather than descriptions are involved, we naturally deal with higher abstractions first." (11. p 460)

The cortex, which *provides the neurological structure for higher order abstractions, reaches full development last, both in the race and in the individual.* We would therefore expect the earliest steps in writing (and reading) to involve lowest order abstractions (visual) as a corollary to relatively immature cortical development. Indeed, the alphabet, providing an *auditory* basis for reading, and therefore higher order abstractions, was the latest development in the history of written languages. In fact, many languages, even today, have not yet reached the alphabet stage. Yet, we find in al-

most universal use in schools today an auditory approach in beginning reading. We reverse a natural order *by teaching first the last thing learned by the race.*

The speech of the congenitally blind develops late. They can hear the words, *but they cannot see the territory.* This fact should not be disregarded when we teach students to read, whether it be in first grade or in graduate school. Verbalism must be regarded as a symptom of reversed order, harmful in principle as Korzybski has shown:

"Obviously, then, the auditory types are more enmeshed by words, and further removed from life than the visual ones, and so cannot be equally well adjusted. This fact should not be neglected, and on human levels we should have educational methods to train in visualization, which automatically eliminates harmful identification. . .

"In pathological states, such as identifications, delusions, illusions, and hallucinations, there seems to be involved a translation of *auditory* semantic stimuli into visual images. In these pathological cases the order of evaluation appears as label first and object next, while the adaptive order seems to require object first and label next. . ." (10, pp 459-460.)

### *Patterns and Precedent*

Any attempt to account for the prevalence of a behavior pattern in schools and in society at large, such as verbalism, should, in my opinion, consider the effect of a *sixth factor*, which I call "pattern," "precedent," or example. For a number of years, I have been collecting illustrations, some of which do not make pleasant reading. Nevertheless, something may be learned from an examination of cases.

All over the country today we are engaged in changing the titles and numbers of courses in college catalogs, a process referred to as curriculum "revision." One has only to read some history of curriculum "revision" to discover the



tremendous amount of sheer verbalism that is released on the occasions of such periodic spasms. It should not be understood that I oppose *genuine* revision; on the contrary, I am convinced we must have it. However, it is possible that any fundamental revision of the curriculum in 1951 would force use to close the doors of many of our colleges. Who would teach the revisions?

A current "reviser" is advocating a social studies program that will teach college students to break a slice of bread into four pieces before eating it. This and other trivia in an atomic age!

In one proposed list for "general" education (I am never sure that I understand the difference between just ordinary and "general" education), everyone would be compelled to take music, whereas (again in an atomic age) not even one course in elementary mathematics is suggested.

In the year that produced the Hoover Commission Report (19 volumes that required several years of work by several hundred experts on government), one proposal for "general" education would eliminate a course in American Government and replace it with a hodgepodge called "citizenship" (don't step on the rose bushes, etc.).

Other verbalizers are calling for more 'Aristotle' (the great philosopher who, despite his greatness, nevertheless *mistakenly* believed that women have more ribs than men). In the proposals for "general" education, I have yet to see one that has not been tried before, then later "revised" *out* of the curriculum, and is now being "revised" *in* again.

How can we expect to perpetuate our kind of democracy, for example, if *our actions* expose our empty verbalisms about democracy by following the pattern of a Kremlin? There are, of course, the thousands who exemplify in their daily *deeds* the finest precepts of humanity. But

how many 'tinkling cymbals' can we afford in an atomic age?

Walter Bedell Smith recently showed how falsehood is used as Russia's sharpest weapon. (19) Chief Justice Hughes once characterized as 'arch enemies of society' people "who know better, but by indirection, misstatement, understatement, and slander seek to accomplish their concealed purposes or to gain profit of some sort by misleading the public. Dishonesty in surveyors of opinion is the worst of civic vices". (8) But what can we possibly say to our youth about 'falsehood', 'dishonesty', etc., when they see how society often rewards with positions of trust, even in education, those whose life patterns negate their studied verbalisms? The widespread suspicion of symbols today comes, to quote Doctor Horn, "as a consequence of . . . their notorious prostitution by crafty and vicious interests in duping the public." (7)

Almost everyone realizes what a tremendous change could be wrought in the world if a majority of people could be trusted—if their maps were to fit the territory. Perhaps man's most urgent business in 1950 is making maps that fit. Today, verbalism—maps that do not fit—becomes a luxury that mankind can ill afford. The issues, as I have tried to show, run far deeper than matters of 'dishonesty'. Deliberate misrepresentations and distortions comprise only a part (although an important part) of the verbalisms current at any given time. "Honest," before, then later "revised" *out* of the curriculum, and is now being "revised" *in* again.

Many of the object-lessons-in-behavior that we supply in our personal contacts with students may have even more devastating effects. The head of a school system—a great exponent of "character"—who awards the contract for school coal to the bidder who will furnish him free coal gives at the same time the most effective lesson in verbalism.

One great verbal exponent of democracy

fired one-fourth of his faculty in a three year "purge." Another Kremlin "democrat" intimidated many members of his faculty into changing their registrations at election time and conducts a student spy system. His local Lysenko's record certain lectures on wire recorders to make certain that every student in the department gets the "facts" in a "democratic" way. The ancient precept of Sophocles—

Do not persist, then, to retain at heart  
One sole idea, that the thing is right  
Which your mouth utters, and nought else  
beside.

—gets scant hearing in such a "democracy."

"Let thy great deeds be thy prayer to thy God." I have forgotten who wrote the line. It makes little difference, but it accents a solemn obligation for all of us who presume to teach our fellow men. Honest "sincere" people can and do make maps that do not fit. Slowly, we are coming to realize that to deal with some of the issues will require, to use James Harvey Robinson's terminology, "an unprecedented attitude of mind" and the use of "unprecedented knowledge." (16) In the race between "education and catastrophe," there is little time in which to teach oncoming generations a survival methodology for dealing with language. In this task our most effective educational tool will be example. Emerson has given us the map:

"Do not say things. What you are stands over you the while, and thunders so that I cannot hear what you say to the contrary."

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# *National Council of Teachers of English*

The Board of Directors of the National Council of Teachers of English held both morning and afternoon sessions on Thanksgiving Day, in connection with its annual convention at Milwaukee, November 23-25. Despite bitter cold and icy roads, the attendance at the Board meetings was good.

The Board heard and accepted without modification some excellent reports from committees whose terms were expiring. It adopted a proposal by the Executive Committee that the W. Wilbur Hatfield award be granted to Robert C. Pooley for devoted and effective service over a long period of years as the Council's Director of Publications, the award to consist of a Life Membership and an appropriate scroll. (The award was formally presented at the Annual Dinner by President Mark Neville.)

By its politics-proof system of informal nominating ballot and final electing ballot the Board chose five persons to be the Nominating Committee of 1951, which will propose candidates for offices and directorships in 1952. This Nominating Committee must make its report by January 15, to be published in the May issues of Council official organs, and to be voted on by the Board next year. Advice may be offered the members of the Nominating Committee now, and after the May publication additional nominations may be made by submitting to the Secretary of the Council not later than August 15 petitions signed by twenty Directors. The Nominating Committee: Marion C. Sheridan, James Hillhouse High School, New Haven; Harold A. Anderson, University of Chicago; Thomas C. Pollock, Washington Square College, New York University; Angela M. Broening, Board of Education, Baltimore; and Edna L. Sterling, Board of Education, Seattle.

Upon recommendation by this year's Nominating Committee, reported by Mrs. Luella B.

Cook, the Board elected the following officers to serve the Council in 1951: President, Paul Farmer, English co-ordinator for the high schools of Atlanta; First Vice-President, Lennox Grey, director of the division of modern languages, Teachers College, Columbia University; Second Vice-President, Ruth G. Strickland, professor of elementary education, Indiana University; Secretary-Treasurer, W. Wilbur Hatfield, Chicago.

The Annual Business Meeting (all members of the Council) immediately followed the Board meeting on Thanksgiving afternoon. Its principal business was consideration of the resolutions presented by Marion C. Sheridan for the appointed committee.

Besides those of thanks to the Milwaukee committee on local arrangements (richly deserved) and to the officers of the year, the committee proposed:

Whereas, Dr. Robert C. Pooley has worked with the Council for many years as committee chairman, officer, and over a period of years in the difficult and delicate task of director of publications,

Be it resolved, That the Council is grateful to him for wise editorial policy and for his fair judgment of manuscripts which have gained wide respect for Council publications.

Whereas the work of the Curriculum Commission is a stupendous undertaking, with the word "stupendous" used advisedly, involving unique vertical and horizontal cooperation or articulation or teamwork,

Be it resolved, That we honor Dr. Dora V. Smith, the Director of the Curriculum Commission, her associates, the Commission, and the committee, for their accomplishment, and possibly more importantly, that we not only pledge continued support to the undertaking but also active teamwork even when it means personal

sacrifice in effort and study and writing.

Whereas, Many members of the Council from various parts of the country have participated in the program of the annual meeting and have thereby greatly increased the scope and interest of this convention,

Be it resolved, That the Council hereby express to them grateful appreciation.

Whereas, Television as an instrument of communication has potentialities for education in all subjects, potentialities which can be realized only in part through commercial television operations,

Be it resolved, That the National Council of Teachers of English urge that the Federal Communications Commission reserve and in due time allow at least 20 percent of available television channels to educational institutions and that a copy of this resolution be incorporated into the materials to be presented in support of educational television at the forthcoming hearing.

Whereas, In the American scene today the security of our own people and the preservation of the basic human rights upon which our way of life rests are matters of general concern, and whereas intelligent devotion to our own nation and to democracy, expressed through both word and deed, is a present responsibility of every citizen,

Be it resolved, That the National Council of Teachers of English deplore the unwarranted suspicions implied in hastily conceived and discriminatory teachers' oaths the effect of which is to weaken collective morale and to divide and confuse, by a questionable identification of the word with the thing, honest and conscientious teachers.

Whereas, The National Council of Teachers of English is cognizant of the existence of a continuing emergency in our national life and pledges its full support to the strengthening of

our national defenses,

Be it resolved, That we as English teachers believe that our national defense can be most effectively maintained if it utilizes the facilities of our existing educational institutions.

Whereas, In a world where the word of men and of nations has become suspect, where using language to promote confusion and false values is a wide-scale undertaking,

Be it resolved, That in such a world we make our primary aim the understanding of the moral nature of the use of language and attempt thereby to establish simple honesty in the speech and writing of our students.

Be it further resolved, That we work on a truly national scale for the recognition not of English forms, but to guard lest they be empty forms; for the recognition of language as a means of effective communication through words—spoken, written, read, and heard; for the recognition of the dignity and force of language as a means of communication, such recognition to be an open-eyed recognition of the dangers and possibilities inherent in communication.

Whereas, It is important that students be given concern for all people of the world with an understanding of their contribution to language and literature,

Be it resolved, That further efforts be made to relate teachers of all nations in their common problems and in their efforts to bring about a permanent peace.

Be it finally resolved that teachers of the language arts be given time and the conditions adequate for effective work on these problems.

Marion C. Sheridan, Chairman  
Theodore Hornberger  
Lennox Grey  
Hardy Finch  
Martha Huddleston  
Lou LaBrant  
Hannah M. Lindahl



John J. DeBoer's motion to adopt all the resolutions proposed was carried without dissent.

Mrs. Luella B. Cook, for the Nominating Committee, proposed the following persons for Directors-at-Large for a term of three years, and upon her motion they were elected: Harold Allen, Minneapolis, Minnesota; Elizabeth Guilfoile, Cincinnati, Ohio; Helene Hartley, Syracuse, New York; Lucile Hildinger, Wichita, Kansas; Mrs. Eula Mohle, Houston, Texas; Mary Ohm, Terre Haute, Indiana.

At the meeting of the Elementary Section, the following persons were named to the Elementary Nominating Committee: Miss Lillian Paukner, Chairman (appointed by the Executive Board), Director of Curriculum, Milwaukee Public Schools, Milwaukee, Wisconsin; Miss Marian Jenkins (elected), Supervisor, Los Angeles County Schools, 808 North Spring Street, Los Angeles, California; and Miss Clarice Whittenberg (elected), University of Wyoming, Laramie, Wyoming.

Nominating Committee has submitted the following slate of candidates:

*Nominated for the Elementary Section Committee:* (two to be elected)

Marian Zollinger, Supervisor of the Language Arts, Portland, Oregon

Grace Rawlings, Principal, Baltimore, Maryland

Ruth Swanbeck, Teacher, Keewardin Public School, Minneapolis, Minn.

Agnes Gunderson, Professor of Elementary Education, University of Wyoming, Laramie

*Nominated for the Board of Directors* (two to be elected)

Miriam Wilt, Temple University, Philadelphia

Marie Hughes, Principal, University of Utah Training School, Salt Lake City

Dora Skipper, State Department of Public Instruction, Tallahassee, Florida

Mary Cole, Western Kentucky State College, Bowling Green, Kentucky

Members of the Elementary Section of the National Council of Teachers of English will be given an opportunity to vote by mail for these candidates in May. Additional nominations may be made by petitions signed by fifteen members of the Section and submitted, with written consent of the candidates, to the Secretary of the Council by March 1.

### SOME POSSIBLE ORIGINS OF THE PREVALENCE OF VERBALISM

(Continued from Page 104)

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# Look and Listen

Edited by RAOUL R. HAAS<sup>1</sup>

"The prospect of appealing to more than twenty million people through television is staggering," said W. Somerset Maugham recently. Mr. Maugham began his appearance as host-commentator in the television adaptations of his short stories, *Teller of Tales*, several weeks ago.

"I am not a writer who is satisfied with appreciation from a small group of the intelligentsia," he said. "I am interested in making my stories known to a great number of people. I also would like to get at people who have ceased to read."

Mr. Maugham has been a practicing novelist for 52 years and a writer of short stories for 34. Many of his published stories will be available for television adaptation. He has indicated that the sketches of short stories never written, included in his recent *The Writer's Notebook*, will also be available for adaptation by television writers.

"Look and Listen" highly recommends this half-hour program to adult viewers. The programs scanned have been mature in content, excellently produced, and dramatically satisfying. Consult local papers for time. (CBS-TV, 9:00—9:30 p. m., EST.)

●Introduced in November, the first telecourses on the University of Michigan Television Hour are being beamed through WWJ-TV, the Detroit News Station, from 1:00 to 2:00 p. m. Sunday afternoons.

This pioneering venture in home study via television offers a 14-week science course, "Man in His World—Human Biology," and a seven-week course in "Living in the Later

Years." Each course runs for 20 minutes on the program. A third section of the telecast is a 20-minute teletour interpreting for the people of the state the function and scope of activities at the University.

Supplementary written materials and reading lists are sent students registering for the telecourses through the University's Extension Service. Examinations will be sent students at the end of each course and certificates of participation will be awarded those completing the work. Students enrolling in the new educational medium will be cited in the certificates as charter students. Of course, anyone may participate in the programs without registration.

The first teletour took the television viewers into the William L. Clements Library on the Ann Arbor campus to see such rare original documents as British General Thomas Gage's order to Major John Pitcairn to seize the weapons of the Colonial rebels at Lexington and Concord, which resulted in the Revolutionary War. A code letter from Sir Henry Clinton to General John Burgoyne and a letter from Martha Washington inquiring about the activities at Mount Vernon while she accompanied her husband on a military expedition were also included on the program. Emphasis was on the use made of these documents, rather than their uniqueness.

The visual approach is stressed in all telecourses and teletours and the producers rely heavily on charts, filmstrips, diagrams, black-board demonstrations, and the use of laboratory equipment. Lecturing is kept to a minimum. Professor Garnet R. Garrison, professor of

<sup>1</sup>Mr. Haas is Director, the North Side Branch, Chicago Teachers College.

speech and director of television, arranged and directed all of the work on campus.

Registration cards may be secured by writing the Extension Service, University of Michigan, Ann Arbor, or by calling at the Rackham Educational Memorial, 60 Farnsworth, Detroit.

● "Better Reading through Filmstrips," an article by Glenn McCracken, elementary principal in the public schools of Newcastle, Pennsylvania, appears in the October, 1950 issue of *See and Hear*. Worth noting, especially by teachers of beginning reading, is Mr. McCracken's discussion of the values inherent in the textfilms correlated with the basal readers adopted in his schools.

The filmstrips are used daily in the first grade classes to "introduce and bring meaning to each new skill and vocabulary word that the textbooks present."

The pupils cooperate with the teachers in preparing the room and projecting the picture. Considerable oral language activities ensue as the group discusses the problem presented on the screen. When it is clear that all understand what is to be done, the pupils turn to their books where the lesson appears in a somewhat different context.

The teachers, McCracken reports, have found the filmstrips valuable in bringing extended meaning and interest to the period of beginning reading. Among the values derived, apparently through the use of this method, are the following:

1. Higher motivation and lengthening of attention span.
2. Clearer understanding of new materials and growth in ability to understand and follow directions.
3. Ease of procuring review and evaluative material through turning back and forth to the desired frames.
4. Provides an activity in which all participate in each learning experience.
5. Promotes ease in classroom management.
6. Offers greater effectiveness in whole-group teaching and lessens the necessity for extensive individual assistance.

The textfilm, McCracken believes, has been helpful in working with "the reticent and the slow learning children. The slow child gets many opportunities to work at the screen where he gains confidence in himself through experiencing success, leadership, and feeling of belonging."

It is the opinion of the author that the introduction of the visual approach to beginning reading has provided the "more vivid explanations, sensory experiences and concrete illustrations" needed to help the 20 to 25 percent of the average class with intelligence quotients ranging between 70 to 75 and 90. "We are inclined to assume that this new addition to our reading program is, in a great measure, responsible for the fact that very few of our first grade children seem to be below normal in reading growth for this time of year."<sup>2</sup>

● Shown at the 13th Annual Reading Conference at the University of Chicago last summer and now available for purchase is a new film entitled *Why Can't Jimmy Read?* Produced for the Syracuse University Reading Laboratory by the Audio-Visual Center, this 16mm, b & w, sound film runs 15 minutes and will be useful to teachers and administrators in elementary schools, parent-teacher groups, and university classes interested in the diagnosis of reading problems.

*Why Can't Jimmy Read?* is built around a case history from the files of the Syracuse University Reading Clinic. It develops an awareness of the complexity of most persistent read-

<sup>2</sup>*See and Hear*, 6 (October 1950), 16-17.

ing problems and documents the clinical method of diagnosing reading problems and the planning of recommended therapy. The film also covers the role a university clinic can play in cooperating with teachers and parents in the solution of reading difficulties of the type the school is not equipped to handle.

The educational consultants for the film were William D. Sheldon, Eva Mahoney and Audrey Hunt, all of the Syracuse University Reading Laboratory.

*Why Can't Jimmy Read?* may be purchased at \$75.00 from the Audio-Visual Center, 121 College Place, Syracuse University, Syracuse, New York. Rentals may be arranged through the Educational Film Library at Syracuse University or local dealers.

• Teachers interested in correlating literature and the fine arts will wish to secure for reference the bibliographies of filmstrips and motion pictures recently published in *Audio-Visual Guide* and *See and Hear*. Harry L. Miller lists and evaluates 30 motion pictures and six filmstrips in his article entitled "Art is for Everybody."<sup>3</sup> The films are classified under such headings as "What is Art?", "Artists and Their Work," "Art in Everyday Living," "Architecture," and films of general interest.

The bibliography in *See and Hear* was compiled by the editors of the magazine. "Arts and Literature on Film," which includes art and design, dance, music appreciation, and photography in addition to the graphic arts and literature, is but one listing in the valuable "Annual Fall Inventory Issue."<sup>4</sup>

• Modeling figurines and flowers from bread dough left over from his mother's baking was the unique introduction Abel G. Warshawsky, famous American artist whose portrait technique is demonstrated in the new Ency-

clopaedia Britannica Films' release, *Creation of a Portrait*, received to painting and sculpture.

A full-color, one-reel sound film, *Creation of a Portrait* is intended for use by art and art appreciation classes in high school and college, and by adult groups. It may, however, be employed for upper elementary students who have had some experience with the graphic arts through excursions to museums. The film may be purchased for \$90.00 from Encyclopaedia Britannica Films, Wilmette, Illinois, or from EBF regional offices. The rental, from any of these offices, is \$4.00 for the first three days, plus \$1.00 for each additional day.

• A survey of contemporary American art from the lusty vignettes of "The Eight" or "Ashcan" school through the searching experiments in abstraction, cubism, and surrealism of the moderns is contained in a new, full color series of five filmstrips also released by Encyclopaedia Britannica Films.

The series, *Contemporary American Painting*, contains 378 frames and illustrates the work of 114 of America's most prominent artists. The paintings comprised the famed Encyclopaedia Britannica Collection of Contemporary American Paintings which has been touring the nation's leading art centers for the past five years. The entire series is arranged to present a cross section of distinctive American painting techniques and schools of expression.

*Contemporary American Painting* is intended for use by art and art appreciation classes at all levels and by adult groups. The price of the individual filmstrip is \$6.00 and the entire series is priced at \$27.00.

The Britannica collection from which the filmstrip series was adapted was described by

<sup>3</sup>*Audio-Visual Guide*. Vol. XVII, No. 4. (December 1950) Pp. 22-24.

<sup>4</sup>*See and Hear*. Vol. 6, No. 1. (September 1950) Pp. 27-30.



leading critics as the finest collection of contemporary American art ever assembled. Millions of Americans in 36 cities viewed the collection during its five year tour.

●A new and exciting idea in art films is now available through Coronet Films. Entitled *Art and Life in Italy*, this film presents the art of Italy as part of the activities of the Italian people and of the land in which they live. Original masterpieces of painting, sculpture, and architecture are related to the social background out of which they arose, giving new life and meaning to study units on Italian art.

George T. Miller, Chief, Art Education, Pennsylvania Department of Public Instruction, served as Educational Collaborator during production of this motion picture. *Art and Life in Italy* is a one reel film and is available in both full color and black and white. It may be obtained for rental from any 16mm film rental library or for purchase or preview through Coronet Films, Chicago 1, Illinois.

●Children of pre-school and primary ages have heartily welcomed "The Little Golden Books" quite as much for their charming illustrations as for their content. Teachers of children in these age groups will welcome the recent announcement by Young America Films, Inc., of its plans to produce an extensive series of educational filmstrips based on these publications of Simon and Schuster, Inc. Under this arrangement, YAF will select Little Golden Book titles which are recommended by reading authorities for school use and will adapt the editorial content and original illustrations of such books for production in filmstrip form. All of the filmstrips will be released on color film.

Sets 1 and 2 are now available. Each is based on a Little Golden Book of the same title and are 35 to 40 frames in length. Set 1 contains the

following titles: *Duck and His Friends*, *The Happy Man and His Dump Truck*, *How Big?*, *Our Puppy*, *Little Peewee — the Circus Dog*, *The Little Trapper*, *The Big Brown Bear*, and *Busy Timmy*.

The Golden Book Series, Set 2, for beginning reading classes, includes *Jolly Barnyard*, *Shy Little Kitten*, *Two Little Miners*, *Mr. Noah and His Family*, *Baby's House*, *Little Tip Tip*, *Poky Little Puppy*, and *Saggy Baggy Elephant*.

Each set of eight filmstrips is priced at \$24.75 and may be purchased through any Young America dealer or directly from YAF, 18 East 41st Street, New York 17.

●Two childhood favorites for use in the kindergarten and primary grades in language arts and reading classes are *Little Red Riding Hood* and *The Little Red Hen*.

The familiar story of *Little Red Riding Hood* is enacted by hand puppets of the Wahmann Puppeteers. The film, then, will be of interest to adult groups interested in the art of puppet theater.

The action of the tale is emphasized by realistic and elaborate settings and by special music incorporated into the sound track. Full-color film adds to the impact of the drama of good triumphing over evil.

A one reel, 16mm, sound color-film, *Little Red Riding Hood*, may be purchased for \$90.00 from Encyclopaedia Britannica Films, Wilmette, Illinois, or rented for \$4.00 for one to three days and \$1.00 a day thereafter from EBF regional offices.

*The Little Red Hen*, a one reel, sound, color or b & w instructional film is produced by Coronet Films. Dora V. Smith, Professor of Education at the University of Minnesota, served as Educational Collaborator.

The film provides background for reading and expression for primary grade children. The famous and charming fable of the busy little hen and her lazy friends is retold in a lively combination of art and lively action. The technique is unique, but the teacher will find the value of the film lies in the common class experience it provides, the opportunity for vocabulary development, and the interest it excites in all language activities.

For information, write Coronet Films, Coronet Building, Chicago 1.

●Elementary schools now teaching, or interested in undertaking, integrated courses in the language arts and science will wish to secure a revised correlation chart showing a page-by-page correlation of elementary science films with several leading textbooks in elementary school science. Listed in the new Young America Films chart are 26 teaching films, each made especially for elementary school science instruction. Correlations of these films are shown for the five major series of textbooks for science instruction from Grades One through Eight. Included are page-by-page correlations for such textbooks series as *Adventures in Science*, *Basic Studies in Science*, *Our World of Science*, *Scientific Living Series*, and *Wonderworld of Science*.

The films for which these textbook correlations are shown include all of the titles released to date in the YAF Elementary Science Series. This series, initiated in 1946 to meet the special needs of the elementary school, has been developed under the guidance of Dr. Gerald S. Craig, author and specialist in elementary science. Copies of the new correlation chart are available free of charge upon request to Young America Films, Inc., 18 East 41st Street, New York 17.

●A valuable guide is the tenth annual edition of the *Educators Guide to Free Films*. Published by the Educators Progress Service, Randolph, Wisconsin, at \$5.00, the volume is designed to enable teachers to find recent films available free from industrial, government and philanthropic organizations.

The 1950 edition lists 1,927 films. Films are classified into several broad areas — applied arts, fine arts, health education, science, and social studies. These are subdivided, but perhaps not finely enough. For example, although many of the films described might well be used in language arts classes, especially as background for the literature programs, there is no such classification either in the table of contents or the subject index.

The guide shows titles, sizes (16 or 35mm), sound or silent, number of reels, running time, dates of release, annotations, terms and conditions of loans, names and addresses of agencies, and probable availability.

Also from the same publisher is the *Educators Guide to Free Slidefilms*. This volume, now in its second annual edition, contains 431 entries and lists titles, types, whether sound or silent, number of frames, annotations, dates of release, terms and conditions of loans, and issuing agencies. This guide is priced at \$3.00.

"Look and Listen" recommends these volumes and believes they will be of inestimable value to the teacher interested in employing audio-visual materials but whose budget is limited. While a careful study of the listings indicates that one cannot depend entirely on free materials for an adequate audio-visual instructional program, there are many free or inexpensive materials which are not available except through private and public agencies.

# The Educational Scene

Edited by WILLIAM A. JENKINS<sup>1</sup>

Television will be the most important educational aid of the decade if handled judiciously and utilized wisely. The greatest concern of educators is that before television becomes rigidly commercialized education must reserve its share of the new medium. This was a position of a large group of educators who came before the Federal Communications Commission to testify on the allocation of TV channels. As large a group felt, however, that education could not develop television for its use because of prohibitive costs. A resolution to this paradox does not appear imminent.

Elsewhere on the television "front" these events are notable:

In Detroit a recreation official said television wrestlers and roller skating performers are teaching children "dirty tricks." Superintendent of Parks and Recreation John Considine told of school children who sent their playmates sprawling on the roller skate rink "because they had seen such tactics on the TV screen." One young wrestler rammed his knee into his opponent's chin because "this is the way they do it on television."

In Chicago's South Shore High School *English TV* was offered to 11th and 12th grade students interested in video. The class studied such units as "The Technical Side of TV," "Program-building," "Entertainment by TV," and "Knowing the News." Work in the units stimulated interest in reading books, writing letters and scripts, and participating in class discussions. Perhaps enterprising elementary teachers can undertake similar units for their classes. The article *English TV* appears in the October, 1950 *Chicago Schools Journal* and the December, 1950 *Education Digest*.



At its closing session on December 7, the White House Conference on Children and Youth adopted the following "Pledge to Children:"

## *Pledge to Children*

TO YOU, our children, who hold within you our most cherished hopes, we the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

<sup>1</sup>Mr. Jenkins is Assistant in English Education at the University of Illinois.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.



*Adventures Inside the Atom*, a new booklet in comic book format published by the General

Electric Company, will probably interest children from the third to eighth grade. The booklet traces the history of nuclear energy from ancient Greece to the release of the atom bomb. We suggest that teachers interested in securing copies of the "comic book" write to the General Electric Company, Schenectady, N. Y.



Publishers and teachers are becoming more aware of the importance of children's books. From this awareness new contents, formats, methods of teaching, and even new advertising emphases, both by publishers and educators, have appeared on the book front. School libraries have expanded, increased in number and in the types of services offered. Last year fifty major publishing houses maintained children's departments and special children's editors. Another fifty firms published at least a book a year for children and many published twenty children's books.

The following comments on this subject appeared recently in the *Elementary School Journal*: "In 1949 a total of 979 books were published for children. Of the 846 new titles published in 1949, the Center for Children's Books at the University of Chicago analyzed and evaluated 577. From this number, 396 were accepted as suitable for school and public library use, and 181 were rejected as unsuitable. Primarily, the bases of rejection were mediocre, pedestrian writing; presentation of characters and situations that were trite and unrealistic; misuse of personification; presentation of a story too slight to hold the reader's interest and of ideas and concepts that were not harmonious with the reading level of the text; and formats that were unsuited to library use.

"Thus far in 1950, 691 new books have been published—an increase of 104 over the number that had been published through September, 1949. By the end of 1950 well over 1,000 new books will be available for children... It is obviously impossible for any teacher or librar-



ian to read all of the 1,000 books that will be offered them during 1950. Consequently, they must look to other sources for help in weeding out those books that will be potentially useful in their own classrooms or libraries. As the number of books published for children each year increased, the aids for selecting books have also increased. Several educational organizations publish regular lists of approved books. Important among these are the lists of the National Council of Teachers of English and the Association for Childhood Education International.<sup>11</sup>

The NCTE's new booklist is titled *Adventuring with Books*. It includes 1,000 annotated titles, arranged by subject, from kindergarten to sixth grade. The Association for Childhood Education International list appears in the organization's journal, *Childhood Education*. The *Booklist* is published by the American Library Association and the *Bulletin of the Children's Book Center* is a publication of the University of Chicago. All of these booklists include recommended titles and usually show where a book's usefulness lies or why a book is not recommended.

In Miss Gay Southworth's excellent article on "The Bakery," which appeared in the November *Elementary English*, mention was made of the Dairy Industry Advisory Board of California as a source of free materials. Miss Irene C. Gill, Program Director of the Dairy Industry Advisory Board, writes us that unfortunately these materials cannot be sent to teachers outside of the state of California.

According to the *Edpress Newsletter*, Dec. 18, 1950, these three resolutions at the White House Conference on Children and Youth provoked the sharpest controversy:

1. (We recommend) further Federal aid

to the States for educational services, in tax supported public schools, without Federal control, to help equalize educational opportunity—the issue of auxiliary services to be considered on its merits in separate legislation.

2. Recognizing knowledge and understanding of religious and ethical concepts as essential to the development of spiritual values and that nothing is of greater importance to the moral and spiritual health of our Nation than the works of religious education in our homes and families and in our institutions of organized religion, we nevertheless strongly affirm the principle of separation of church and State which has been the keystone of our American democracy and declare ourselves unalterably opposed to the use of the public schools directly or indirectly for religious educational purposes.

3. That racial segregation in education be abolished.



Here are the Junior Literary Guild selections for the month of February, 1951:

For boys and girls 6, 7, and 8 years of age: *Elmer and the Dragon*, by Ruth Stiles Gannett. Random House, Inc., \$2.

For boys and girls 9, 10, and 11 years of age: *Sagebrush Filly*, by Eugenia Stone. Alfred A. Knopf, Inc., \$2.50.

For older girls, 12 to 16 years of age: *Partners: The United Nations and Youth*, by Eleanor Roosevelt and Helen Ferris. Doubleday & Co., \$3.

For older boys, 12 to 16 years of age: *Peter Graves*, by William Pène du Bois. The Viking Press, Inc., \$2.50.



<sup>11</sup>"Editorial News and Editorial Comment," *The Elementary School Journal* 50 (November, 1950) 115-7.

## Review and Criticism

[The brief reviews in this issue are by Elizabeth O. Williams, Jean Gardiner Smith, William A. Jenkins, and LaTourette Stockwell. Unsigned annotations are by the editor.]

### *For the Teacher*

*Keeping Reading Programs Abreast of the Times.* Compiled and edited by William S. Gray. Supplementary Educational Monographs No. 72, October 1950. The University of Chicago Press, \$2.90.

Students of reading have come to look upon the annual record of proceedings of the University of Chicago Conference on Reading as an indispensable source of practical suggestions and fresh viewpoints for the reading program. The series is not only a treasurehouse of professional ideas, but an interesting reflector of the successive emphases in the teaching of reading.

Although the changes in emphasis from year to year are gradual, the current volume appears to be distinguished from earlier proceedings in important respects. Community factors in the teaching of reading, the effect of mass communications, group dynamics, and the effects of reading upon personality and behavior illustrate the impact of some of the newer movements in education upon reading. The continuing problems of the reading program, such as remediation, supervision, and individualization of course receive adequate attention. Distinguished familiar names appear among the contributors, but the proportion of new faces on the conference platform was gratifyingly large.

Both novices and veterans in the field of reading will read the volume with pleasure.

### *For Early Adolescents*

*Next Year In Jerusalem, the Story of Theodor Herzl.* By Nina Brown Baker. Harcourt, Brace, \$2.50.

A delightful biography of the great Jewish leader, Theodor Herzl. Educated for the law in Vienna, a fashionable writer of plays and satiric prose, he achieved wealth and fame. As a reporter of the Dreyfus case he became aware of the intense mass hatred of the Jews and from that time on he devoted his life and fortune to obtaining land for a Jewish State. Though he died without realizing his ambition, his early efforts influenced the present formation of the sovereign state of Israel. The story of the achievements of this remarkable man, of his perseverance in the face of many obstacles is told with sincerity and understanding with the world background of political and social history of the late nineteenth century. Will interest high school and superior junior high school readers.

E. O. W.

*The Winds Blow Free: a Story of the American Revolution.* By Charles G. Wilson. Illustrated by Raffaello Busoni. Washburn, \$2.50.

The American fight for independence as told through the adventures of an Irish lad who ran away to America and became involved in the sea warfare. Capture by the British, dramatic escape from prison, and thrilling encounters at sea add to the excitement. The book is based upon authentic history. Excellent supplementary material. Grades 5 - 9 and could be used in senior high school with slow readers.

J. G. S.

*The Scarlet Jib.* By David William Moore. Illustrated by Henry C. Pitz. Crowell, \$2.50.

A New England cabin boy, pirates, mutiny, and a crew member who turns out to be a government agent are the ingredients of this adventure. Told in the first person.

J. G. S.

### *For the Middle Grades*

*The First Book of Indians.* By Benjamin Brewster. Illustrated by Ursula Koering. Franklin Watts, Inc., \$1.50.

This fourteenth in the "First Book" series will be welcomed by every child who is thrilled by the tales of early America. It is an excellently and excitingly illustrated factual description of the life in long-ago America which will fill in the many blank spots in the historical myths, and even distortions, too often handed the fourth to sixth grader.

Sympathetically written, *The First Book of Indians* portrays the redskin as a human being, at times cruel and bloodthirsty, but also charming, gentle, skillful, happy, peaceful, and neighborly. It tells again, interestingly, what he gave to the white man—all kinds of tools, new foods, animals, and even a new way of living in a new world. The young reader may learn for the first time that all Indians were not alike, that some of them were as different from each other as they were from the early white settlers. The hunters of the Senecas, the fishermen of the Makahs, the cliff-dwelling Zunis, and the Navahos of today are five completely different people.

Undoubtedly most children are aware that the original Americans today are second-class Americans. After reading *The First Book of Indians* they may ask why this must be so. They may want to know more of what their red-skinned friends are doing today in a "Second Book of Indians." Recommended.

W. A. J.

*Boy of Nazareth.* By Marion Keith. Illustrated by Arthur Harper. Abingdon-Cokesbury Press, \$2.00.

This is a revised edition of the author's "Glad Days in Galilee." Incidents in the boyhood of Jesus are depicted as he plays with the other children in the Village of Nazareth, works with Joseph in the carpenter shop, herds the sheep on the hillsides and harvests the olives. There is the story of the journey of the Passover at Jerusalem. His indifference to the glory and wealth of the great city is contrasted with concern for the gaunt, starved children and the

cruelty of the Roman soldiers. The book closes with the return of the family to the peace and contentment of the home in Nazareth but with a portent of the future as Jesus says to his mother: "And when my Father calls me I must go, must I not? I must go, even if it be away from Nazareth."

The realistic descriptions of the Galilean countryside and of the homes and customs of the people make the Bible story come alive for boys and girls of fourth, fifth, and sixth grade reading ability.

E. O. W.

*Peter Stuyvesant, Boy with Wooden Shoes.* By Mabel Cleland Widdemer. Illustrated by Charles V. John. Bobbs-Merrill, \$1.75.

Energetic, strong-willed, brave, and lovable—that was Peter from the time he was a little boy until he was an old man. Large type, simple sentence structure, and lively incidents make the book useful for remedial reading in history classes needing material on the Dutch colonies in America.

J. G. S.

*Christopher Columbus, Discoverer.* By Alberta Powell Graham. Illustrated by Janice Holland. Abingdon-Cokesbury, \$1.50.

Teachers of fifth and sixth grades will welcome this lively, readable account of the boyhood, youth, and first voyage of Christopher Columbus. It tells of the boy Christopher Columbus as he studies his maps and dreams of the far-off islands he is destined to discover some day. Simply and dramatically, it recounts his struggles to overcome the many obstacles and the frequent disappointments that preceded the dangerous voyage. His daring, his patience and courage, the strength of his faith and his wise leadership are character values that are stressed along with the elements of high adventure. The swift moving story ends with Columbus' return to Spain after the first voyage.

Distinguished black and white illustrations resembling old wood blocks enrich the historical and geographical background. Large clear type adds to the ease of reading.

E. O. W.

*Turn Here for Strawberry Roam.* By Byrona Myers. Drawings by Anne Marie Jauss. Bobbs-Merrill, \$2.00.

Gray velvet Squirrel and tan leather Golly, the mouse, escape from the trash can and run away to the country. With the help of the real animals, they build a tiny house. The story puts too much emphasis on human qualities and ignores animal interests.

J. G. S.

*The Jennifer Gift.* Written and illustrated by Eunice Young Smith. Bobbs-Merrill, \$2.50.

Living in the country brought many new experiences to ten-year old Jennifer. But the thing that made the year really important was the Christmas gift the family never received, for Jennifer gave it to someone who needed it more. A charming story with some realistic bits in which the children really come alive.

J. G. S.

#### *For Younger Children*

*Horseman Hal.* By Sanford Tousey. Doubleday. \$1.50.

This story is curiously inept in the fundamentals of its setting. The reader is left fumbling for a foothold in time and place without even a "once upon a time" as a stabilizer. This gives unevenness to the plot, which veers unnecessarily from the natural to the incredible when three or four sentences in the right places could anchor it both to earth and to imagination.

Hal Rains is nine, going on ten. He has a pet donkey but wants a cow pony which his

father, a horse dealer, has promised when he is big enough. Hal shoots a thieving chicken hawk to prove he is a "big boy." Then he climbs a high tree to inspect its nest and has an exciting fight with its mate. Subsequently his father takes him to "Clayburg" (the only indication of place in the book) to buy horses. On the way they meet Indians shouting war cries. (We still don't know what century we are in.) Mr. Rains gives them tobacco and all is well. While driving the herd of horses home, they have an adventure with a pantomime-like horse thief. This lasts twelve pages, during which the thief says not a word. Hal finally gets his pony, and although we know why, we still don't know where or when. Despite its mechanical weaknesses, this story contains much of interest and information for youngsters 6-10. Profusely illustrated by the author both in color and in black and white.

L. T. S.

*A First Book About God.* By Ellen Wales Walpole. Pictures by Mary Lee Pollock. Franklin Watts, \$1.50.

This book may help some parents answer the many questions their children ask about God: "Who is God? Where is God? Does God know about me?" The simplicity of the text and the childlike illustrations are misleading, as the thought is much too complex for a young child to read for himself. The wisdom of giving a young child so much subjective religious thought is questioned. Perhaps the book could be used to meet specific problems as they arise in the home.

E. O. W.



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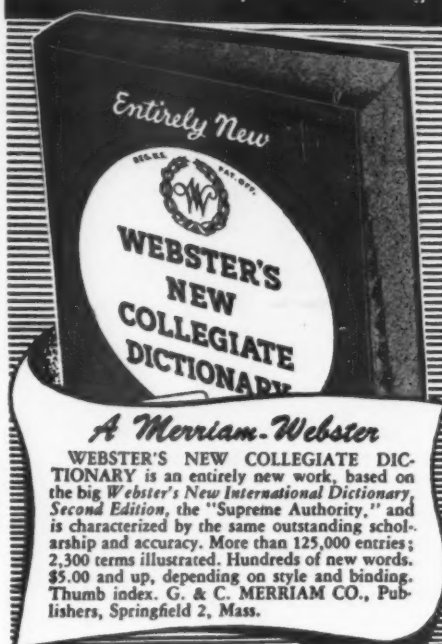
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Program of  
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IN ENGLISH**

Atlantic City, New Jersey

Tuesday, February 20, 1951

Luncheon Meeting, 12:00 Noon

Venetian Room, Ambassador Hotel

Theme: Research in Communication

Presiding, Edgar Dale, Ohio State University

Address, "Are They Listening," by William H. Whyte, Jr.

Associate Editor, Fortune Magazine

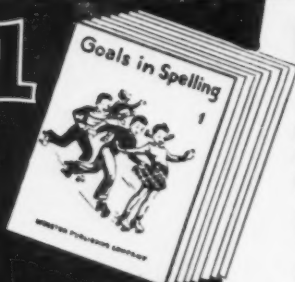
Discussion:

Presentation of 1951 Bulletin, Dean J. C. Seegers, Temple University

Luncheon Tickets, \$3.00. Secure tickets at Registration Headquarters, Auditorium, before 10 A. M. Tuesday, February 20. No tickets sold at the door.

# GOOD NEWS

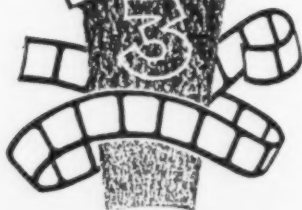
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